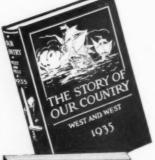
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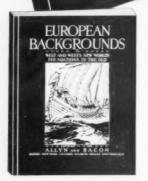
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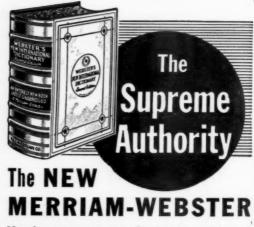
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MOST famous holiday postmark in all the world is Santa Claus, Indiana. The name of this village of scarcely 100 population was originally Santaclaus. A stamp collector discovered the name and recommended that it be changed to Santa Claus. Mail leaped from a small daily bundle to truck loads.

ROLLING from the presses and into the hearts of boys and girls is EVERYDAY LIFE (list 48¢), a new kind of Primer by Ethel Maltby Gehres, published this fall. Now ready—EVERYDAY LIFE PRE-PRIMER. The text is also about child activities: Caring for Pets, Simple Duties in the Home, and so on. Illustrations are more actual photographs of real boys and girls.

"DEPENDABILITY" is the characteristic which the motorist demands above all else in his automobile, according to the tabulation of questionnaires sent to more than 1,000,000 motorists. In dictionaries, too, dependability is of paramount importance. More than 3,000,000 boys and girls are using The Winston Simplified Dictionary because they can depend upon finding every word defined so that its use and meaning can be instantly understood.

PHI BETA KAPPA, first and most famous of "Greek-letter" societies, was organized on December 5, 1776, at the College of William and Mary at Williamsburg, Virginia. Living members, approximately 70,000; chapters and associations, 122, which include associations in China, England, Italy, Japan, Persia, and Syria. Franklin Delano Roosevelt is the twelfth of the Presidents to wear the coveted key.

HIGH school and junior high school students who use CORRECTIVE ENGLISH (Workbooks I and II) learn correct English because they actually use correct English in varied, interesting, and natural activities. Every sensory channel—eye, ear, voice, and hand—receives definite and carefully graded training.

ACCORDING to the famous "Curve of Forgetting" developed by Ebbinghaus: Half an hour after we have barely learned something, we forget half of it. In eight hours, two thirds. We forget more in the first thirty minutes than we do in the following thirty days. Better order early, lest you forget, The New Silent Readers, Pre-Primer to Book VIII.

The JOHN C.	WIN	ISTO	N	COMPA	VY
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MEDITATION

MYRA JEAN JAMES*

I SAT IN THE SWING at the school house to-nite. I looked across the hollow to an upward sloping pasture, green with the verdure of mid-June. It was that time of evening when the sun hangs low in the west and a solemn hush falls on the small town. In the distance a meadowlark sent its clear notes into the blue and still farther away, its mate, unfailing, answered. In the pasture, a white horse was grazing. To the right, a graveled road made its ribbonlike way over the hill, its tannish color blending harmoniously with the green meadow. To my left, the dearest influence of my life was outlined against the golden sky. My Alma Mater. Not a magnificent new building with artistically designed walls and ultra-modern classrooms, but a sturdy, square brick building, sma'l, but attractively set in a green lawn with large shade trees casting protective shade over it. I know that the desks are marred by a hundred pen knives, that the glass above the South Entrance is patched. But why should I hold all these against the building wnich has sheltered me for eleven years, and in which all my education has been gained? I don't! Those very deficiencies are dear to me.

all my education has been gained? I don't! Those very deficiencies are dear to me. For every crack in the wall I count a dear memory, for every deficiency, I could substitute a happy schoolday.

As I sat there in the swing I could call to mind minute details in the appearance of

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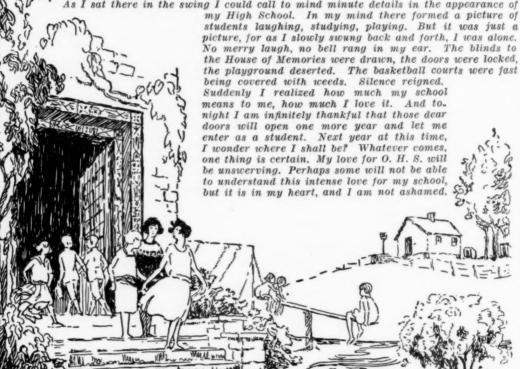
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"While walking down a corridor recently, I noticed a crumpled heap of paper and retrieved it with the intention of placing it in a waste receptacle. Unfolding it, rather without thinking as to what I was doing, I found within a sort of outpouring of the soul of a girl. She had found the exact idea of what we would like to have our school mean to our students, and had placed that feeling on paper."

EDITORIALS EX

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66 T J ARK, the Herald Angels sing!" Christmas is here again. Again we celebrate the Child who was to redeem the world. In spite of rampant cynicism, in spite of the ballyhoo of business, in spite of the maudlin swinishness that accompanies Christmas, in spite of the actual and threatened holocaust of wars that disturb the world, we do celebrate, in faith, believing in the efficacy of Him whose life and teachings started and are carrying on the processes of human salvation. We believe that these are processes in which Love and Goodwill toward men cooperate and which even the greed and lusts of men unwittingly further. We believe that these processes are leading toward democracy in which all the people consciously participate in the making of a better world, and that democracy, imperfect and disappointing as it is, is leading toward a perfect and more satisfying democracy based on the principles of Him whose natal day we celebrate. This faith, which some may call extravagant, should be particularly the faith of teachers for they, by the very nature of their work, know that human beings are improvable. They, above all others, know that freedom comes to those who know the truth; that children are the stuff of which the better Kingdom is made; that only through the open mindedness, the wide-eyed wonder, the boundless faith, the limitless enthusiasm, the unclouded vision of children can

the Kingdom of Heaven be seen. Theirs is the task of developing, projecting, and protecting these qualities in children until they become fixed characteristics of the whole span of life.

Christmas is in its meaning and spirit pre-eminently the festival of the young. Even before the light of the Redeemer fell upon the path of man, the so-called pagan celebrated these winter solstice days because they marked the end of the visible retreat of the sun and heralded the victory of light and life over the impending forces of darkness and death. them it was a festival celebrating the promise of physical life. Let it be to us more than that. Let it be a time for the renewal and strengthening of our faith in society, our belief in the ultimate goodness of the universe, our assurance of the worth of our own work. Let it be a time of deepening our optimism. Thus we may be the more effective in bringing to those whom we serve the true spirit of Christmas, Peace and Goodwill Toward Men.

TAXES

TAXES ARE DUE. Facetiously, we might ask, due to what? Whether facetiously asked or not, it's a question that should be seriously answered more often than it is. Too frequently the payment of taxes is with a blindness productive of distrust, irritation and rebellious reflections. The most frequent adjectives applied to taxes are "burdensome," "ruinous," "unjust" and "iniquit-

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Taxes may be paid to others than government. Here in our town, we formerly paid a part of our road tax to individuals at toll gates, and we not only thus paid for the roads but also contributed to the income of their owners. They were not public roads, nor good ones either, but we, the public, paid for them. Not so long ago, we bought education privately, those

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When we pay our taxes, we might possibly sweeten our dispositions some by reflecting on what they will be used for, and certainly such a mental exercise will stimulate a more wholesome development of the sinews of citizenship than the mere mumbling of opprobious and empty epithets applied to taxes indiscriminately.

WASTING EDUCATIONAL RELIEF

LEROY N. VERNON, a director of personnel for educational projects under the WPA writing in the "Christian Century" of November 27, discusses very sanely, we think, the question "Is Educational Relief Being Wasted?"

Mr. Vernon after pointing out the possibilities of the various educational projects of the government and pointing out instances of mismanage-

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2. Since education in the true sense always originates in the desires of the people to be educated, positive harm is done by ill-considered and unsuccessful attempts. Education always proceeds in the face of a certain hostility among ignorant people and we cannot afford to lend encouragement to this type of prejudice by sacrificing the character and dignity of the work.

3. Educational leadership should be mobilized for these experiments. It is poor economy to spend huge sums for teachers' salaries, when their objectives and procedures are so poorly defined. Furthermore, the values involved are important enough to justify a larger investment for supervision and planning.

4. Since, in the nature of things, educational leadership is to be found in established institutions, the job should be entrusted as far as possible to the organized forces of education. If they do not cover the need, the new departments created should work in closest coordination with existing agencies. Ultimately these problems lead us to the need for a federal department of education as the only organizing principle equal to the task. Now is the time to initiate that much needed reform.

Educational Planning in Missouri

Lloyd W. King State Superintendent of Schools

An Address before the M. S. T. A. Convention at St. Louis. November 9, 1935

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A. Why should we be concerned with a longterm planning program in this state.

1. The schools of Missouri belong to the people of the state. In solving the vital problems of the schools the people of the state have not only the right but the obligation to determine the quantity, the quality, the cost, the objectives and the functions of a public school program. In the final analysis, moreover, they, as taxpayers, are entitled to appraise educational objectives and accomplishments and are entitled to participate in the molding of educational policies that will serve as guiding principles in public school administration. Without being presented an opportunity to exercise this func-tion, taxpayers frequently build up an antagonistic point of view concerning the seemingly heavy burden that the administration of schools imposes upon them and become impatient with the many changes that must be made in school curricula and programs to meet the changing needs of society. To give them an opportunity to participate in the formation of policies will be to enable them to see the problems of school administration in a new light.

Much has been accomplished in Missouri educationally. We have in theory, at least, recognized the principle of equality in educational opportunity. We have taken into account the principle that it is the obligation of a state to educate its children whoever and wherever they are. But we are far from realizing the goals set forth by these principles. Equal educational opportunity does not exist. The state has not assumed its obligation in educating all of the children. Many are not in school. No records exist of many. The nupil accounting data are inaccurate. The children are not per-

sisting in school.

2. Our system of education has, after all, just grown up. Some of the things that we do in education we do because of tradition; some of the things are done because of statutory requirement. The status of the superintendent of schools is not clear; the state's function as the educational agency is not definitely understood by people; the relationship between the school boards and the school administrators is not definite; the prescriptions as to courses of study are determined unscientifically; the educational goals are not enunciated.

3. If we are to judge from the past, this depression, if it is to be like those that preceded it. will be followed by a period of unusual educational development. We must be ready to lead the way in

this development.

4. Educational planning in this state is appropriate now. We have just had established by the General Assembly a State Planning Board. Plannings in all the areas of the state's activities will start. It is essential that educational planning be articulated with the work of the State Planning Board. If we, as educators, do not do our own planning other agencies will do it for us. My idea is that the State Planning Board might be used as a clearing house of information concerning studies completed and in progress relative to all plannings in social, economic, educational, and governmental fields.

5. There still is a lack of public understanding concerning public education. It is apparent to me that we must continue to tell and re-tell the story of the struggles of the fathers in making possible free education and to sell and re-sell the idea of the state's function and obligation in public education. This can be done through a system of

educational planning.

6. Finally, planning is in the air. Other states are working out long-term plans in education: Michigan, Iowa, Tennessee, Oklahoma, Nebraska, Maine, Kentucky, are some of the states that are working on a program of educational planning. This recent development of wide spread interest in community, state, and national planning has created a genuine demand for educational planning that has been intensified by perplexing problems that schools have faced because of the economic cataseducational The idea of planning is not new. The recent emphasis on long-term planning is however significant. Our limited experience with new procedures in educational planning would make it unwise for a state to commit itself for an indefinite period to any inflexible provision for education but rather should we emphasize the experimental point of view.

B. What should be the objectives of educational planning in Missouri.

 To guarantee that educational agencies keep pace with social and economic trends.

To see that education is appraised by representative groups of citizens and modifications are proposed by them.

- To define educational problems faced by schools and to secure facts needed for their solution.
- To initiate studies relating to purposes, extent, and support of public education.
- To coordinate all efforts to give the public the facts concerning the educational program.

 To establish contact between educational planning and planning in other areas of state service.

C. What General Principles should underlie

our educational planning.

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 Any program that would be evolved must be a continuous plan rather than a finished plan because we cannot develop final plans since we cannot foresee the many changes that may be in store for us in the future.

The responsibility rests with the educational leadership of the state.

 The teachers should be encouraged to discuss educational problems. Teachers can be effective in contributing to a well-planned program.

 Lay organizations should be encouraged and their support recognized.

 The teaching profession must not transfer too large a degree of responsibility to lay members.

 All members of the profession must cooperate—college, university, public schools.

D. What might be a possible program for

planning.

1. The planning in Missouri should articulate with the State Planning Board.

A state committee should be set up that would be representative of the en-

tire interests of the state.

This committee should not be sponsored

by political factions.

 It should include lay members who would be invited to help formulate policies and not be consumers only.

4. The committee should not devote all of its attention to finance. There are other problems in education; financial planning is only one phase of educational planning.

The committee should use expert advice, divisions of research, etc.

6. It should have some financial aid. Could this be secured from Teachers' Associations, from the Legislature, from lay organizations?

The committee should arrange for the proper publicity to interpret its

progress and its findings.

 The committee should be set up for a definite period of time and be terminated when its work is finished.

What are some of the directions that planning may take?

Purpose of education in a Democracy.
 Why should we support education.

3. What are abiding objectives.

 What values are most important in the development of children, youths, and adults.

5. The analysis of present system.

6. The responsibility of the state and Federal Government.

7. What should the health program include; leisure time program.

8. The school library.
9. Length of school ve

Length of school year.
 Problems of curriculum.

Selection and training of teachers.
 Organization and administration.

a. Most desirable size of school unit; how can definite units be articulated; how can non-educational school agencies be adjusted to school program.

13. Widened scope of the school program.

Essential legislation.
 Finance Legislation.

(1) Earmarking of funds.

(2) Tax limitations scheme.(3) Fiscal articulation between various units and levels of public

education.
(4) Insurance.

14b. Non-Financial legislation.

Matters of policy which protect and guarantee to children the right of ample educational opportunities, which protect and conserve the rights and privileges of school employees and employers and which provide the general means for executing all such policies are legitimate fields of legislation. Matters of administrative procedures and techniques, the prescription of specific subject matter and definite method, are not legitimate fields of legislation.

Educationally we stand upon the threshold of a new era. Ours is a great state with great resources; with adequate wealth and best of all, a state of great people.

The challenge comes to us today that we shall presently go in some direction educationally. By intelligent planning that will enlist the cooperation of representatives of all classes of our people and will represent the cross section of our best thought, we can evolve a program that will send us forward.

IMPORTANT NOTICE REGARDING ROOM RESERVATIONS FOR THE N. E. A. MEETING AT ST. LOUIS FEBRUARY 22-27, 1936

Superintendents and others who are planning to attend the Sixty-Sixth Annual Convention of the Department of Superintendence of the National Education Association in St. Louis, February 22-27, 1936, and who do not

have hotel reservations, should immediately write to Mr. Milford T. Schiek, Executive Assistant, Housing Bureau, Room 303, Board of Education Bldg., 911 Locust St., St. Louis, Missouri.

A. Why should we be concerned with a longterm planning program in this state.

1. The schools of Missouri belong to the people of the state. In solving the vital problems of the schools the people of the state have not only the right but the obligation to determine the quantity, the quality, the cost, the objectives and the functions of a public school program. In the final analysis, moreover, they, as taxpayers, are entitled to appraise educational objectives and accomplishments and are entitled to participate in the molding of educational policies that will serve as guiding principles in public school administration. Without being presented an opportunity to exercise this func-tion, taxpayers frequently build up an antagonistic point of view concerning the seemingly heavy burden that the administration of schools imposes upon them and become impatient with the many changes that must be made in school curricula and programs to meet the changing needs of society. To give them an opportunity to participate in the formation of policies will be to enable them to see the problems of school administration in a new light.

Much has been accomplished in Missouri educationally. We have in theory, at least, recognized the principle of equality in educational opportunity. We have taken into account the principle that it is the obligation of a state to educate its children whoever and wherever they are. But we are far from realizing the goals set forth by these principles. Equal educational opportunity does not exist. The state has not assumed its obligation in educating all of the children. Many are not in school. No records exist of many. The nupil accounting data are inaccurate. The children are not per-

sisting in school.

2. Our system of education has, after all, just grown up. Some of the things that we do in education we do because of tradition; some of the things are done because of statutory requirement. The status of the superintendent of schools is not clear; the state's function as the educational agency is not definitely understood by people; the relationship between the school boards and the school administrators is not definite; the prescriptions as to courses of study are determined unscientifically; the educational goals are not enunciated.

3. If we are to judge from the past, this depression, if it is to be like those that preceded it. will be followed by a period of unusual educational development. We must be ready to lead the way in

this development.

4. Educational planning in this state is appropriate now. We have just had established by the General Assembly a State Planning Board. Plannings in all the areas of the state's activities will start. It is essential that educational planning be articulated with the work of the State Planning Board. If we, as educators, do not do our own planning other agencies will do it for us. My idea is that the State Planning Board might be used as a clearing house of information concerning studies completed and in progress relative to all plannings in social, economic, educational, and governmental fields.

5. There still is a lack of public understanding concerning public education. It is apparent to me that we must continue to tell and re-tell the story of the struggles of the fathers in making possible free education and to sell and re-sell the idea of the state's function and obligation in public education. This can be done through a system of

educational planning.

6. Finally, planning is in the air. Other states are working out long-term plans in education: Michigan, Iowa, Tennessee, Oklahoma, Nebraska, Maine, Kentucky, are some of the states that are working on a program of educational planning. This recent development of wide spread interest in community, state, and national planning has created a genuine demand for educational planning that has been intensified by perplexing problems that schools have faced because of the economic cataseducational The idea of planning is not new. The recent emphasis on long-term planning is however significant. Our limited experience with new procedures in educational planning would make it unwise for a state to commit itself for an indefinite period to any inflexible provision for education but rather should we emphasize the experimental point of view.

B. What should be the objectives of educational planning in Missouri.

 To guarantee that educational agencies keep pace with social and economic trends.

To see that education is appraised by representative groups of citizens and modifications are proposed by them.

- To define educational problems faced by schools and to secure facts needed for their solution.
- To initiate studies relating to purposes, extent, and support of public education.
- To coordinate all efforts to give the public the facts concerning the educational program.

 To establish contact between educational planning and planning in other areas of state service.

C. What General Principles should underlie

our educational planning.

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 Any program that would be evolved must be a continuous plan rather than a finished plan because we cannot develop final plans since we cannot foresee the many changes that may be in store for us in the future.

The responsibility rests with the educational leadership of the state.

 The teachers should be encouraged to discuss educational problems. Teachers can be effective in contributing to a well-planned program.

 Lay organizations should be encouraged and their support recognized.

 The teaching profession must not transfer too large a degree of responsibility to lay members.

 All members of the profession must cooperate—college, university, public schools.

D. What might be a possible program for

planning.

1. The planning in Missouri should articulate with the State Planning Board.

A state committee should be set up that would be representative of the en-

tire interests of the state.

This committee should not be sponsored

by political factions.

 It should include lay members who would be invited to help formulate policies and not be consumers only.

4. The committee should not devote all of its attention to finance. There are other problems in education; financial planning is only one phase of educational planning.

The committee should use expert advice, divisions of research, etc.

6. It should have some financial aid. Could this be secured from Teachers' Associations, from the Legislature, from lay organizations?

The committee should arrange for the proper publicity to interpret its

progress and its findings.

 The committee should be set up for a definite period of time and be terminated when its work is finished.

What are some of the directions that planning may take?

Purpose of education in a Democracy.
 Why should we support education.

3. What are abiding objectives.

 What values are most important in the development of children, youths, and adults.

5. The analysis of present system.

6. The responsibility of the state and Federal Government.

7. What should the health program include; leisure time program.

8. The school library.
9. Length of school ve

Length of school year.
 Problems of curriculum.

Selection and training of teachers.
 Organization and administration.

a. Most desirable size of school unit; how can definite units be articulated; how can non-educational school agencies be adjusted to school program.

13. Widened scope of the school program.

Essential legislation.
 Finance Legislation.

(1) Earmarking of funds.

(2) Tax limitations scheme.(3) Fiscal articulation between various units and levels of public

education.
(4) Insurance.

14b. Non-Financial legislation.

Matters of policy which protect and guarantee to children the right of ample educational opportunities, which protect and conserve the rights and privileges of school employees and employers and which provide the general means for executing all such policies are legitimate fields of legislation. Matters of administrative procedures and techniques, the prescription of specific subject matter and definite method, are not legitimate fields of legislation.

Educationally we stand upon the threshold of a new era. Ours is a great state with great resources; with adequate wealth and best of all, a state of great people.

The challenge comes to us today that we shall presently go in some direction educationally. By intelligent planning that will enlist the cooperation of representatives of all classes of our people and will represent the cross section of our best thought, we can evolve a program that will send us forward.

IMPORTANT NOTICE REGARDING ROOM RESERVATIONS FOR THE N. E. A. MEETING AT ST. LOUIS FEBRUARY 22-27, 1936

Superintendents and others who are planning to attend the Sixty-Sixth Annual Convention of the Department of Superintendence of the National Education Association in St. Louis, February 22-27, 1936, and who do not

have hotel reservations, should immediately write to Mr. Milford T. Schiek, Executive Assistant, Housing Bureau, Room 303, Board of Education Bldg., 911 Locust St., St. Louis, Missouri.

Teachers as Citizens

T. D. Martin, Director of Membership National Education Association of the United States Washington, D. C.

ONE OF THE MOST challenging and complex problems with which teachers are confronted these days is that of being free, independent, respected citizens. On every hand, one finds evidence which suggests that the public does not take us and our work very seriously and that it does not regard us as full-fledged citizens.

During recent months, the Federal Administration in Washington has been pouring out cash in unprecedented quantities for all sorts of civil, social, economic and industrial projects but only the crumbs have gone to the schools. Commenting upon this situation and calling attention to the fact that the Government was spending enormous sums for paved roads and only a fraction of this amount for improving the educational facilities of the nation, a speaker recently remarked, "Nations as well as human beings may die from hardening of the arteries!"

In the City of Washington, the appropriations for the support of the schools are made by the Federal Congress. A peculiar "rider" was attached last spring to the bill appropriating money for the local schools to the effect that none of this money could be used for the payment of salaries of any individuals who, in any way, believed in or taught Communism. Apparently our national Senators and Representatives feared that the teachers of Washington are not to be trusted with the right of free speech guaranteed to every citizen by the Constitution. At the request of the Board of Education, the Corporation Council studied the bill and has ruled that in view of the "rider" the question of Communism may be discussed in classrooms, but the teacher must be very careful to give no evidence that he favors this particular, nefarious philosophy! However. Senator King of Utah has registered a protest against the Corporation Council's ruling and has declared that any teacher who allows the subject of Communism to be discussed in a classroom will be subject to

punishment and will probably find himself without salary.

During recent years, a peculiar epidemic has been abroad in our State Legislatures. an epidemic of lovalty oaths. Twenty-two states now require their teachers to take a special oath of lovalty to support the Constitution of the United States. Seven of these laws were passed this year. The motives which have prompted this legislation have been, without doubt, above reproach. Those who have sponsored it have doubtless believed that our representative democracy is the best possible form of Government, but they have apparently been afraid to let it be exposed to the searching light of scholarly investigation or to the shocking experiences of scholastic criticism and free discussion. They have seemed to feel that teachers are not to be trusted with the freedom of ordinary citizens and have sought to insure their lovalty with a special oath.

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How does it happen that the Federal Government ignores us and our work almost entirely in the development of its plan for a new social order, and that so many State Legislatures have felt called upon to prescribe special oaths designed to guarantee us as safe, sane citizens? Is it because of the humble beginnings of our profession? Not many generations ago teachers were often slaves. Even in the early colonial days of our country, teachers were not always held in high repute. In fact, if we may accept newspaper advertisements of those days as reflecting the conditions of the times, teachers were sometimes classed with hogs and potatoes as well as slaves. Here are a couple of specific illustrations:

1. "The rector of the church at Annapolis, Maryland, reported in the late seventeenth century that upon the arrival of every ship 'with either redemptioners or convicts' schoolmasters were 'regularly advertised for sale,' just as were weavers, tailors, or those who followed other trades. He noted little difference except that schoolmasters 'do not usually fetch so

good a price as the latter." (Knight, p. 350.)

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Another influence which operates to the disadvantage of our profession is the liberty which we take in criticizing and sometimes ridiculing, both in public and in private, our work and members of our group. The following statement recently appeared in the public press quoted from the annual report of a recognized educator:

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"This lack of confidence on the part of the public is clearly indicated in the popular attitude toward the current 'Brain Trust.'

"Unfortunately, the public responds to certain qualities of leadership that have little to do with the educational equipment of the leaders.

"For many years leaders of the people have come from professions and vocations OTHER THAN THAT OF THE SCHOOL TEACHER, and there is little reason to believe that a departure from such practice will ensue as a result of the somewhat

frantic efforts of the educational lawgivers to induce a change.

"It is to be suspected that the public's decision rests upon a distrust of the school-master and a firmly held belief that he is NOT QUALIFIED to take leadership in governmental and social action."

Can you imagine a lawyer or a physician holding up members of his protession to public scorn in this manner? Lawyers and doctors learned long ago that if they are to maintain the respect and the confidence of the public they must respect each other and the profession of which they are members

A few weeks ago, I cut from a newspaper an article which told of the appointment, by the plumbers of America, of a man at a salary of \$10,000 a year whose sole duty was to discourage the use, by the public press, of stories and jokes which lessened the prestige of plumbers! Frequently we teachers indulge in criticism and ridicule of our profession and of our associates utterly oblivious of the fact that our jokes and "wise cracks" undermine the confidence of the public in us, and in our work.

A further factor which has made the teaching profession less potent as a social force is our radical individualism. As a group, we have been exceedingly slow in recognizing the fact that organized effort is imperative if we are ever to attain the objectives toward which we are working. Our enthusiastic faith in democracy has led us to focus our attention on the blessings of individual liberty, and we have failed to recognize the fact that individual liberty can only be secured and maintained through collective action.

The American Federation of Labor, holding its annual convention recently at Atlantic City, issued the following significant statement:

"The events of the past few years have demonstrated conclusively that organization is the one method by which wage earners and small-salaried workers can have the machinery for sustained self-progress, and that while legislation may provide opportunities for progress, group organization is the agency through which results are secured."

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We come now to the question, "How can teachers become full-fledged citizens whose work, rights and privileges will be respected by the public?" In the first place, we must have in our own hearts a deep sense of the vital importance of the work in which we are engaged. Unless we respect ourselves and our work, the public will not. Someone has facetiously remarked that the trouble with teachers is that they are little people, teaching little children, little things, in a little Red School House! That is a slanderous caricature which every red-blooded teacher ought to resent. We must live it down by the way we conduct ourselves and by the way we do our work.

In the second place, we must render more expert service. Teaching is no light task which can be done by any "Tom, Dick, and Harry" who happens along looking for a job. It is a professional service which can be well-done only by those who have natural ability and special training for the work.

In the third place, teachers must participate actively in the everyday affairs of the community in which they live. One cannot teach good citizenship who does not practice it. There was a time when the teacher was expected to be a recluse, one set apart, who could not condescend to participate in the "hurly-burly" affairs of everyday life. But that day has passed. Our schools are expected to teach boys and girls how to live successfully in a practical world. They cannot do this effectively if the teachers are inexperienced theorists, ignorant of or indifferent to the practical problems of life.

In some communities, the question of teachers participating in politics is a very live issue. Leaders differ in their opinions as to the extent to which teachers should participate in local political campaigns, but experience shows conclusively that in the past we teachers have too often been entirely too modest, too timid in our political activities. If we are to win the respect of the public and our full rights as citizens, we must take an active interest in local, state, and national issues. We must not cnly vote, but we must make ourselves felt as an organized force working for the interests of the children as well as for the welfare of our group.

Of course, this is a dangerous doctrine which may lead to individual difficulties as well as professional embarrassments. How-

ever, since we teachers are supposed to be more or less educated, we ought to use common sense and intelligent judgment. We must not forget that, while as free citizens in a democracy, we have all the rights and prerogatives of any citizen, the Boards of Education who hire us have also the right of free choice, and in many cases they will probably not hire as teachers individuals who are notoriously non-conformist or who allow themselves to become conspicuously entangled in local, factional fights. In our participation in political activities, we must be not only as wise as the proverbial serpent but much more discreet than the average citizen.

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In the fourth place, if we teachers are to win for ourselves full rights as respected and independent citizens we must organize our forces and stand together, united in strong local, state, and national professional associations. Leaders in industry learned long ago that organization gives increased power and they organized trusts and holding companies. Leaders in commerce learned long ago that cooperation gives increased strength so they organized chain stores and chambers of commerce. Leaders in the field of manual labor learned long ago that collective action pays and we have the American Federation of Labor, a powerful force in modern life. Even the farmers have learned to read the signs of the times and through organized effort they have secured the Agricultural Adjustment Administration and have brought back prosperity to their ranks. Gradually we teachers are beginning to realize that Dr. James E. Russell of Teachers College, Columbia University, was right, years ago, when he wrote:

"In a democracy, the individual teacher, no matter how just his cause, is weak. He can make himself heard only through his group."

When one analyzes the situation fully, it becomes clearly evident that the lot of the teacher is far from easy. His ability and his work are not always held in high esteem. His duties require that he participate in the everyday activities of a practical world full of complex social, economic, political and religious problems. He is by nature modest and his training tends to make him an individualist. It may seem absurd for one to believe that under these

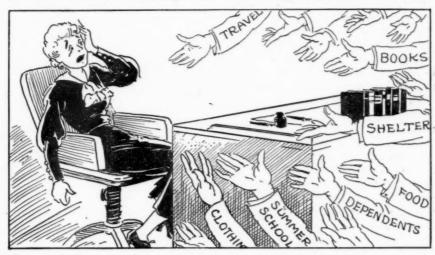
circumstances, teachers can ever become full-fledged, respected, independent citizens, and that teaching may some day be recognized as one of the most important and most respected of the professions, but we are living in a day of modern miracles and if we work individually and collectively toward the realization of these goals our efforts will not be in vain.

Teachers as Consumers and Investors

by Grace Bruckner*
Meeker Junior High School, Greeley, Colorado

TEACHERS ARE CONSUMERS and investors. Name the things they do not consume; the things in which they have not invested. In the light of Public Opinion, we even consume taxes! "Tax Eaters," they say. When someone hurled that epithet it pierced to the quick. And why? One doesn't mind consuming food

have paid back to my community the total sum of one thousand five hundred seven dollars and forty-four cents in real property tax. I am but one of many teachers paying taxes; I am head of a household, but I am only one of many teachers playing the same role; I have those who are wholly dependent upon me for food, cloth-



and the like, but to eat taxes!—and to have them stuffed down you—as, say spinach or some other equally distasteful food—never! To be called a Tax Eater makes one furious. A teacher is no more a Tax Eater than are city and county officials on pay rolls, commissioners, clerks, or county help of various rank and station!

Furthermore, I am a Tax Payer! From the start of my teaching career, taxes became part of my budget, and, all in all, I

*GRACE BRUCKNER, who wrote this winning article on "Teachers as Consumers and Investors" is a teacher of Literature and Dramatics in the Meeker Junior High School of Greeley, Colorado.

ing, shelter, happiness; and I am only one teacher among many bearing the same responsibilities.

Yet the ignorant soul who hurled the epithet "Tax Eater" at me had never paid any taxes himself, but to him, because I was a teacher, I was nothing more nor less than a "Tax Eater." How strange! And his children attend our schools. His family enjoys the same benefits of city government, civic improvements, even a state college at his own front door.

We are consumers. We consume taxes. And a goodly number of us pay taxes; therefore, we are investors—real estate investors. Pray tell, has anyone ever stopped

In the first place, we must have in our own hearts a deep sense of the vital importance of the work in which we are engaged. Unless we respect ourselves and our work, the public will not. Someone has facetiously remarked that the trouble with teachers is that they are little people, teaching little children, little things, in a little Red School House! That is a slanderous caricature which every red-blooded teacher ought to resent. We must live it down by the way we conduct ourselves and by the way we do our work.

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In the fourth place, if we teachers are to win for ourselves full rights as respected and independent citizens we must organize our forces and stand together, united in strong local, state, and national professional associations. Leaders in industry learned long ago that organization gives increased power and they organized trusts and holding companies. Leaders in commerce learned long ago that cooperation gives increased strength so they organized chain stores and chambers of commerce. Leaders in the field of manual labor learned long ago that collective action pays and we have the American Federation of Labor, a powerful force in modern life. Even the farmers have learned to read the signs of the times and through organized effort they have secured the Agricultural Adjustment Administration and have brought back prosperity to their ranks. Gradually we teachers are beginning to realize that Dr. James E. Russell of Teachers College, Columbia University, was right, years ago, when he wrote:

"In a democracy, the individual teacher, no matter how just his cause, is weak. He can make himself heard only through his group."

When one analyzes the situation fully, it becomes clearly evident that the lot of the teacher is far from easy. His ability and his work are not always held in high esteem. His duties require that he participate in the everyday activities of a practical world full of complex social, economic, political and religious problems. He is by nature modest and his training tends to make him an individualist. It may seem absurd for one to believe that under these

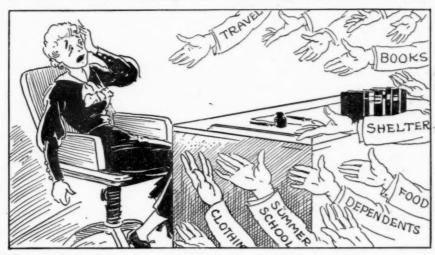
circumstances, teachers can ever become full-fledged, respected, independent citizens, and that teaching may some day be recognized as one of the most important and most respected of the professions, but we are living in a day of modern miracles and if we work individually and collectively toward the realization of these goals our efforts will not be in vain.

Teachers as Consumers and Investors

by Grace Bruckner*
Meeker Junior High School, Greeley, Colorado

TEACHERS ARE CONSUMERS and investors. Name the things they do not consume; the things in which they have not invested. In the light of Public Opinion, we even consume taxes! "Tax Eaters," they say. When someone hurled that epithet it pierced to the quick. And why? One doesn't mind consuming food

have paid back to my community the total sum of one thousand five hundred seven dollars and forty-four cents in real property tax. I am but one of many teachers paying taxes; I am head of a household, but I am only one of many teachers playing the same role; I have those who are wholly dependent upon me for food, cloth-



and the like, but to eat taxes!—and to have them stuffed down you—as, say spinach or some other equally distasteful food—never! To be called a Tax Eater makes one furious. A teacher is no more a Tax Eater than are city and county officials on pay rolls, commissioners, clerks, or county help of various rank and station!

Furthermore, I am a Tax Payer! From the start of my teaching career, taxes became part of my budget, and, all in all, I

*GRACE BRUCKNER, who wrote this winning article on "Teachers as Consumers and Investors" is a teacher of Literature and Dramatics in the Meeker Junior High School of Greeley, Colorado.

ing, shelter, happiness; and I am only one teacher among many bearing the same responsibilities.

Yet the ignorant soul who hurled the epithet "Tax Eater" at me had never paid any taxes himself, but to him, because I was a teacher, I was nothing more nor less than a "Tax Eater." How strange! And his children attend our schools. His family enjoys the same benefits of city government, civic improvements, even a state college at his own front door.

We are consumers. We consume taxes. And a goodly number of us pay taxes; therefore, we are investors—real estate investors. Pray tell, has anyone ever stopped

to consider how much we do consume—besides taxes—and how much we do invest in the interest of the community? I wonder.

Whether home-owner, boarder, roomer, renter, the teacher is a consumer and investor. One teacher having taught a number of years in a community says she has paid enough rent for her apartment during those years to have bought a three thousand five hundred dollar house. And we who are home owners are busy trying to earn enough to pay for these homes; meet the interest, the fire insurance, the taxes, the water rentals, the upkeep, improvements, furnishings, fuel, light, and keep the big bad wolves away from the door. Add to all this telephone service, daily papers, magazines, books, professional dues, expense of conventions, state and national; conferences, state and regional; community obligations, church, and charity; clothing, cleaning, and pressing; doctor, occulist, dentist; a car, if one is lucky enough to afford one; incidentals, gifts, hobbies, railroad fares; summer sessions; research; vacations.

How is that for consuming? Everyone from the ash man to the banker has his share of our salaries. If everyone hasn't got in on it, there's just one reason—there just isn't enough salary to go around!

The other day I called at my dentist's office. The result—a fifteen dollar bill. It would take three days to earn enough to pay my dentist for that short visit. The dentist's child is one of my pupils, one in a class of forty. In turn there are six such classes, a grand total of two hundred forty

children in a day's schedule. The doctor, the lawyer, the dentist, the plumber may charge per person, per call, per hour, per tooth, if you please, but the teacher must take 'em by the dozens or the hundreds and by the days. Yet it is the teacher who lays the corner-stone and builds the firm foundation for the doctor, the lawyer, the merchant, the minister, the priest, the musician, the author, the artist, the explorer, the scientist, the butcher, the baker, the candle-stick maker.

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As teachers we have an earning power of nine months. We are expected, requested, and required to spend the summer months in travel or school where we pay tuition, fees, board, room, railroad or bus fares, and buy more clothes.

We must have on our library shelves the best books, subscribe for the best magazines, see the good shows, attend plays and concerts and lectures; join clubs and organizations, meet our social obligations, and always be well and properly and becomingly dressed.

If we are lucky we'll squeeze out enough to carry life insurance so that in old age we may have some chance of staying away from the County Poor Farm. Group Insurance has helped some teachers.

Teachers have had little chance to become investors of note because of small and meager salaries.

What happier, healthier, persons teachers would be if they had salaries large enough for investment. Teachers as investors? Education is their investment: Children and future citizens their interest.

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You have come back, Teacher,
And what have you brought?
An inspiration born of others' thoughts,
A new zeal for your unlimited task,
A new goal for a democracy that will last;
These things, Teacher, if you have brought,
Will help to build the youth we ought.

Couchie Teague, Teacher Reid School, Lincoln County.

The St. Louis Convention

CASUAL PICK UPS

O. J. Mathias in Cabbages and Kings

Frivolous teachers romping on the ramps.
 Teachers loaded down with miniature ball bats and massive maps of Ethiopia. Free gifts from the Exposition Section.

3. Aggressive book and school supply salesmen who piloted unsuspecting teachers to the Convention Hall via the Exposition Section.

4. A crowded bus. The driver turned and said something. Every teacher held up her hand.

5. That symphony of color seen from the balcony on the evening when the Symphony Orchestra rendered its excellent program. Varied shades of green embroidered with russet and every tint of red. Not unlike an aeroplane view of an autumn woodland. The clapping of hands registered the twinkling flutter of a million tiny leaves.

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9. That smile of exalted dignity and placid self-satisfaction on the faces of members of local committees who paraded proudly displaying gorgeously colored ribbons pinned to coat lapels announcing to the world "Reception," "Information," "Excursion."

10. Two tottering old men walking down an aisle, arm in arm. For many years these two octogenarians marched at the head of the educational parade in Missouri. Today, more alert leaders have taken their places and quickened the pace. With gray hair, trembling lips and feeble step they are still in line although far to the rear. They can but faintly catch the strains of marching music somewhere far ahead. They carry on.

11. A fine expression of sentiment and appreciation if these two pedagogical patriarchs could have been given some recognition on the platform. Impossible. They would have consumed valuable time with reminiscenes.

12. The Business Session of The Department of School Administration. "I nominate Supt. —— for Vice Chairman." A booming voice from the rear of the hall. "I second the nomination." A hoarse stage whisper near us, "who let that school board member in here?"

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19. Small town superintendents having themselves "paged" at an opportune time when several members of their local P. T. A. were lounging in the lobby.

20. No debate staged between Miss Palmer on "Scientific Temperance Instruction in the Schools" versus Tony Caboosch on "The Nutritive Value of Beer."

21. Ungodly noises during the two main sessions of the Convention.

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The Art Crayon Company, Inc., Brooklyn, N. Y.

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Elnora K. Pearson, Kansas City, Kan. Porter-Cable Machine Company, Syracuse, N.

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Practical Drawing Company, Chicago, Ill. Prentice-Hall, Inc., New York, N. Y. Rand, McNally & Company, Chicago, Ill. Rawlings Manufacturing Company, St. Louis, Mo.

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Schweig-Engel Corporation, St. Louis, Mo. Scott, Foresman & Company, Chicago, Ill. Scott Paper Company, St. Louis, Mo. Charles Scribner's Sons, Chicago, Ill. Shaw-Walker Company, St. Louis, Mo.

Silver, Burdett & Company, Chicago, Ill. L. C. Smith & Corona Typewriters, St. Louis, Mo.

South Bend Lathe Works, South Bend, Ind. South-Western Publishing Company, Cincinnati, Ohio.

A. G. Spalding & Brothers, St. Louis, Mo. Standard Mailing Machines Company, Everett, Mass.

Standard School Supply Company, St. Louis, The Stanley Rule and Level Plant, New

Britain, Conn. Talens School Products, Chicago, Ill. The University of Chicago Press, Chicago, Ill. University Publishing Company, Kansas City,

(Superior School Supply Co.) Wallace Pencil Company, St. Louis, Mo. Walters Manufacturing Company, St. Louis,

Mo. Weber Costello Company, Chicago Heights, Ill. Webster Publishing Company, St. Louis, Mo. Wetmore Declamation Bureau, Sioux City, Iowa.

The Willis Music Company, Cincinnati, Ohio. John C. Winston Company, Chicago, Ill. Woodstock Typewriter Company, St. Louis, Mo.

World Book Company, Chicago, Ill. Rudolph Wurlitzer Company, St. Louis, Mo.

Committee Reports Missouri State Teachers Association. Annual Meeting St. Louis, Nov. 7-9, 1935

Report of Special Committee to Investigate the Organization and Administration of the Missouri State Teachers Association.

In accordance with the authorization of the Assembly of Delegates of the Missouri State Teachers Association at its last meeting in Kansas City, in November, 1934, the Executive Committee appointed in the early part of the year 1935, a special Committee of twenty-four members to Investigate the Organization and Administration of the Missouri State Teachers Association. The Members of this Committee are: *Mr. J. W. Shannon, State Teachers College,

Springfield, Chairman

*Miss Katherine Andrews, Clarence

*Mr. Cecil Jenkins, Savannah *Mr. J. F. Taylor, Kennett *Mr. P. J. Hickey, Board of Education, St.

Louis Miss Alice Bovard, 6001 E. 12th St., Kan-

sas City
Mr. O. E. Burke, Union
Mr. G. E. Dille, Maplewood
Mr. Miles Elliff, Lebanon

Mr. Eugene Fair, Pres. State Teachers College, Kirksville

Mr. Wade C. Fowler, Nevada Mr. Fred B. House, Warrensburg

Miss Pauline A. Humphreys, State Teachers

,

College, Warrensburg
Mr. Harold S. Jones, Caruthersville
Miss Fay L. Knight, Milan
Mr. Uel W. Lamkin, Pres. State Teachers
College, Maryville
Dr. C. A. Phillips, University of Missouri,

Columbia

Mr. W. N. Sellman, 4475 W. Pine, St. Louis Mr. F. L. Skaith, Gower

Miss Kathryn Spangler, Clinton Mr. I. E. Stutsman, St Joseph

Miss Jessie Via, Rolla Miss Mathilda Winkelman, 3912 Russell, St.

Miss Inez M. Wolfe, 3415 Euclid, Kansas City

Copies of the Constitutions of the State Associations in other states were secured by the Secretary of the Association, Mr. E. M. Carter, and sent to the members of the special drafting committee, with instructions to study them carefully, and list changes which might be beneficial to the Constitution of the Missouri State Teachers Association.

Early in May, letters were sent to all members of the Committee and others, asking for suggestions or amendments to the Constitution of the Association, that would make Association function more effectively. Replies were received from some of the mem-bers, most of whom expressed themselves as being well pleased with the present constitution, but a few offered suggestions. Copies of the letters received and suggestions were sent to all members of the special drafting Committee.

The special drafting Committee met in Columbia on August 12 with Mr. Shannon, Mr. Hickey, Mr. Taylor and Mr. Jenkins present. In this meeting, each of the suggestions offered was discussed, and Constitutions of other state Associations were discussed, as well as suggestions considered by previous Committees, and by people in ad-dresses on the floor of the Assembly of

Delegates during the past few years.

Since most of the members of the Committee expressed themselves as pleased with the present Constitution and By-Laws, and the few suggestions offered would not improve the administration and effectiveness of the Association in general, and since a study of the Constitutions of other state Associations presented no suggestions which would improve the administration of this Associa-tion, the Committee recommends that no amendments to the Constitution of the State Teachers Association of Missouri be offered at this time.

But the committee does suggest that it might expedite business, and the members of the House of Delegates might be able to more intelligently transact the business if the reports of all committees could be pre-sented in printed form to the members be-fore the House convenes, at least by the time their delegate pins are presented to them. It further suggests that it might be advisable for the retiring President of the Association to become First Vice-President and sit as a member of the Executive Committee for one year.

Respectfully submitted

James W. Shannon Chairman

(Signed) Cecil Jenkins Secretary

^{*}Members special drafting committee.

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Practical Drawing Company, Chicago, Ill. Prentice-Hall, Inc., New York, N. Y. Rand, McNally & Company, Chicago, Ill. Rawlings Manufacturing Company, St. Louis, Mo.

Remington Rand, Inc., St. Louis, Mo. Roach-Fowler Company, Kansas City, Roller-Smith Company, St. Louis, Mo. Royal Typewriter Company, Inc., St. Louis,

Rubon Woodfinishing & Products Company, Kansas City, Mo. Dr. Scholl Foot Comfort Shops, Inc., St. Louis,

Schweig-Engel Corporation, St. Louis, Mo. Scott, Foresman & Company, Chicago, Ill. Scott Paper Company, St. Louis, Mo. Charles Scribner's Sons, Chicago, Ill. Shaw-Walker Company, St. Louis, Mo.

Silver, Burdett & Company, Chicago, Ill. L. C. Smith & Corona Typewriters, St. Louis, Mo.

South Bend Lathe Works, South Bend, Ind. South-Western Publishing Company, Cincinnati, Ohio.

A. G. Spalding & Brothers, St. Louis, Mo. Standard Mailing Machines Company, Everett, Mass.

Standard School Supply Company, St. Louis, The Stanley Rule and Level Plant, New

Britain, Conn. Talens School Products, Chicago, Ill. The University of Chicago Press, Chicago, Ill. University Publishing Company, Kansas City,

(Superior School Supply Co.) Wallace Pencil Company, St. Louis, Mo. Walters Manufacturing Company, St. Louis,

Mo. Weber Costello Company, Chicago Heights, Ill. Webster Publishing Company, St. Louis, Mo. Wetmore Declamation Bureau, Sioux City, Iowa.

The Willis Music Company, Cincinnati, Ohio. John C. Winston Company, Chicago, Ill. Woodstock Typewriter Company, St. Louis, Mo.

World Book Company, Chicago, Ill. Rudolph Wurlitzer Company, St. Louis, Mo.

Committee Reports Missouri State Teachers Association. Annual Meeting St. Louis, Nov. 7-9, 1935

Report of Special Committee to Investigate the Organization and Administration of the Missouri State Teachers Association.

In accordance with the authorization of the Assembly of Delegates of the Missouri State Teachers Association at its last meeting in Kansas City, in November, 1934, the Executive Committee appointed in the early part of the year 1935, a special Committee of twenty-four members to Investigate the Organization and Administration of the Missouri State Teachers Association. The Members of this Committee are: *Mr. J. W. Shannon, State Teachers College,

Springfield, Chairman

*Miss Katherine Andrews, Clarence

*Mr. Cecil Jenkins, Savannah *Mr. J. F. Taylor, Kennett *Mr. P. J. Hickey, Board of Education, St.

Louis Miss Alice Bovard, 6001 E. 12th St., Kan-

sas City
Mr. O. E. Burke, Union
Mr. G. E. Dille, Maplewood
Mr. Miles Elliff, Lebanon

Mr. Eugene Fair, Pres. State Teachers College, Kirksville

Mr. Wade C. Fowler, Nevada Mr. Fred B. House, Warrensburg

Miss Pauline A. Humphreys, State Teachers

,

College, Warrensburg
Mr. Harold S. Jones, Caruthersville
Miss Fay L. Knight, Milan
Mr. Uel W. Lamkin, Pres. State Teachers
College, Maryville
Dr. C. A. Phillips, University of Missouri,

Columbia

Mr. W. N. Sellman, 4475 W. Pine, St. Louis Mr. F. L. Skaith, Gower

Miss Kathryn Spangler, Clinton Mr. I. E. Stutsman, St Joseph

Miss Jessie Via, Rolla Miss Mathilda Winkelman, 3912 Russell, St.

Miss Inez M. Wolfe, 3415 Euclid, Kansas City

Copies of the Constitutions of the State Associations in other states were secured by the Secretary of the Association, Mr. E. M. Carter, and sent to the members of the special drafting committee, with instructions to study them carefully, and list changes which might be beneficial to the Constitution of the Missouri State Teachers Association.

Early in May, letters were sent to all members of the Committee and others, asking for suggestions or amendments to the Constitution of the Association, that would make Association function more effectively. Replies were received from some of the mem-bers, most of whom expressed themselves as being well pleased with the present constitution, but a few offered suggestions. Copies of the letters received and suggestions were sent to all members of the special drafting Committee.

The special drafting Committee met in Columbia on August 12 with Mr. Shannon, Mr. Hickey, Mr. Taylor and Mr. Jenkins present. In this meeting, each of the suggestions offered was discussed, and Constitutions of other state Associations were discussed, as well as suggestions considered by previous Committees, and by people in ad-dresses on the floor of the Assembly of

Delegates during the past few years.

Since most of the members of the Committee expressed themselves as pleased with the present Constitution and By-Laws, and the few suggestions offered would not improve the administration and effectiveness of the Association in general, and since a study of the Constitutions of other state Associations presented no suggestions which would improve the administration of this Associa-tion, the Committee recommends that no amendments to the Constitution of the State Teachers Association of Missouri be offered at this time.

But the committee does suggest that it might expedite business, and the members of the House of Delegates might be able to more intelligently transact the business if the reports of all committees could be pre-sented in printed form to the members be-fore the House convenes, at least by the time their delegate pins are presented to them. It further suggests that it might be advisable for the retiring President of the Association to become First Vice-President and sit as a member of the Executive Committee for one year.

Respectfully submitted

James W. Shannon Chairman

(Signed) Cecil Jenkins Secretary

^{*}Members special drafting committee.

In Memoriam

Report of Committee on Necrology, Anna L. Swartz, Chairman

The following teachers have died during the year 1934-1935

Barnard, R. E., Houston Barrett, Paul, Delta Bass, H. H., Warrensburg Battles, Anna, St. Louis Beard, Ruth, Kansas City Bing, Nettre G., Kansas City Birmingham, Allene, St. James Blankenship, Mrs. Amelia, Overland Bristol, Mrs. Edith C., St. Louis Browne, Katherine R., St. Louis Burnet, P. B., Kansas City Burrell, Elizabeth, Columbia Calhoun, Elizabeth, St. Louis Carter, Clay L., Hallsville Carter, Isabel C., St. Louis Cauthorn, Emma, Columbia Clark, Mrs. Henrietta C., Cape Girardeau Crosby, Clifford, St. Louis Cunningham, Sabra, Kansas City Dannar, Elvis, Worth Davis, Mrs. Irene, Raymore Day, Major F. A., Lexington Doellner, Bertha E., St. Louis Elam, Glenn, Florida Evans, Fannie M., Springfield Evrard, I. N., Marshall Farr, Harry, Novinger Fee, Mary Helen, Cape Girardeau Foristell, Naomi, University City Fowler, Lela, Greenbrier Franken, Charles F., Bardley Game, Josiah B., Tallanassee, Florida Gibson, Isabella, St. Louis Green, Belle, St. Louis Hagelman, Hugo, Hillsboro Hammond, Edith, St. Louis Helm, Ella F., Webb City Herdman, Pearl, St. Louis Higgins, Catherine M., St. Louis Hinton, Estelle, Springfield Houseworth, Violet, Lisle Hughes, Susan, Everton Ingold, Louis, Columbia Jackson, Creola S., St. Louis Jaudon, Virgil H., Kansas City Jenkins, Florence, St. Louis

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Park, Lillie I., St. Louis
Parker, Margaret, Burlington Junction
Pickles, Ella A., St. Louis Pile, Roy, Preston Pipes, Florence, St. Louis Pollock, Elmer W., Riverview Gardens Proctor, Marcella, St. Louis Purvis, Maggie, Washington Rabe, Anna E., St. Louis Ray, Jessie F., Kansas City Reed, Nettie, Ellington Richardson, Mrs. Alice, St. Louis Rowley, R. R., Louisiana Scott, Gertrude, St. Louis Seaber, Daisy, Jefferson City Shinnick, Eveleen M., St. Louis Stewart, Anna B., St. Louis Stogsdill, Jesse Shook, Niangua Stowell, Mrs. Edna M., Hannibal Summers, Wm. P., Steelville Thomas, Ruth E., St. Louis Thompson, Susie E., St. Louis Vogel, Antoinette S., St. Louis Waney, Anne R., St. Louis
Wash, Sallie E., Wood River, Illinois
Weber, A. E., Davisville
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REPORT OF COMMITTEE ON RESOLUTIONS

To the Assembly of Delegates of the Missouri State Teachers Association, St. Louis, Missouri, November 7. 1935, we your Committee on Resolutions desire to submit to you the following report:

BE IT RESOLVED:

1.

That, as it is now recognized that we are making progress out of the distressing economic conditions which have prevailed, especially in rural situations, we recommend to the Executive Committee of the State Association that a special committee be appointed to make critical and comprehensive study of the problems relating to rural education, both elementary and secondary. It seems probable from cursory examination that both rural elementary and high schools have suffered more in this depression period than schools in the larger centers of wealth and population.

THEREFORE, we believe that it is of imperative importance that such a study be made and ready for dissemination at the very earliest period possible consistent with its thoroughness. This action should be taken in order that time may be afforded for the adequate dissemination of such information as may be necessary for appropriate action to provide for

progress in these schools.

2.

That we commend the action of the General Assembly in attempting to meet its financial obligations to the school children of the State as directed by the Constitution of Missouri in

the following provision:

"A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this State between the ages of six and twenty years."

This obligation is expressed in the 1931 School Law. In order that all the children of the State may have more nearly equal educational opportunities, we recommend that the General Assembly provide sufficient funds to

meet the minimum guarantees in full.

That we endorse the movement to provide a Retirement Fund for teachers and urge a resubmission of the enabling act through initiative petitions at the next general election.

That the Missouri State Teachers Association lend its influence to the establishment of ideals of permanent world peace.

That in fairness to the teacher and to in sure the efficiency of the school, we favor a suitable tenure law for Missouri.

6.
That we hereby favor the principle of adult and pre-school education as a part of our

regular education program, with the same qualifications demanded for teachers as is demanded in other like situations.

That the number of Departments in the Association have been multiplying almost indefinitely, we recommend to the Executive Committee the careful study of this problem to determine whether or not this is a wise way in which to use the resources of the Association.

8

That this Association hereby expresses commendation of the accomplishments of school boards in Missouri toward teacher salary restoration, and urges careful consideration in all districts of a reasonable relationship between teachers' salaries and economic trends to the end that the professional status of teachers be improved.

That we pledge our hearty cooperation to State Superintendent I loyd W. King and his co-workers in their effort to continue Missouri's educational program, conducted on a professional basis and fitted to the school needs of our State.

10.

We wish to offer the following special Resolution:

That a hearty vote of thanks is herewith tendered to the St. Louis Local Committees for the efficient and effective arrangements for this meeting: the St. Louis Grade Teachers Association for the Hospitality Room maintained for visitors: the St. Louis Board of Education for the interest and the support of all of the activities of the Missouri State Teachers Association: the hotels and their managers for the attention given to the care of the guests; the metropolitan press for its wholehearted cooperation: the Police Department for the careful supervision of traffic and safety measures.

We wish to particularly thank Mayor Bernard F. Dickmann, the Auditorium Commission. President Baxter Brown of the Board of Public Service. and Mr. James Darst, Manager of the Auditorium, and his assistants, not only for the efficient and capable management of the meetings of the Organization in the building, but for their efforts in making the building available at this time.

We also wish to express our appreciation to the MacDonald Construction Company for permitting the use of the Auditorium during

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To the officers and members of the St. Louis Convention Publicity and Tourist Bureau we narticularly extend our gratitude for its many helpful services before and during the convention. To all others, who have generously and wholeheartedly contributed to the success of this meeting, we also extend our appreciation and thanks.

(Signed) JOHN W. EDIE. Chairman Committee on Resolutions

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(Signed) JOHN W. EDIE. Chairman Committee on Resolutions

Report of the Legislative Committee

Including the Report of the Committee on Sources of Larger Revenue

TO THE EXECUTIVE COMMITTEE OF THE MISSOURI STATE TEACHERS ASSOCIATION AND TO THE ASSEMBLY OF DELEGATES:

Your Legislative Committee begs leave to submit the following report of the activities during the year 1934-35. In the report of the Legislative Committee made to the Missouri State Teachers Association at Kansas City in 1934, we dealt largely with recommendations relative to legislative policies. The report this year will be largely in the nature of an account of what was done in the last session of the General Assembly toward putting into effect the recommendations made a year ago. The report will conclude with three recommendations for future action.

Revenue Proposals

While the committee in its report last year did not endorse any specific form of taxation, it did announce its intention to keep in touch with the Administration and the Ways and Means Committees of the General Assembly, and to cooperate with them in an effort to raise more revenue, to the end that there might be enough revenue to finance the 1931 school law. If necessary to that end, the Committee favored the allocating to the support of public schools, more than one-third of any new revenue that might be raised. With respect to the five cent state property tax for general revenue purposes, the Committee declared its opposition to either its elimination or its decrease.

Soon after the Fifty-Eighth General Assembly convened it became evident that those in control of its machinery and its policies were deaf to a sympathetic consideration of any specific revenue measure except a sales tax. Consequently, the only hope of additional revenue for schools lay in the sales tax field. Brought quickly to a realization of this fact, the Legislative Committee and the cooperating association agencies fell in line with the administration forces and worked for the enact-

ment of a sales tax law.

Our Plan of Campaign

This report does not need to dwell at length on our plan of campaign, since it was essentially the same as the plan followed by the Legislative Committee for many years. Chiefly through the Executive Staff of the Association the Committee kept in constant touch with legislative developments, conferred with the Governor and legislative leaders, appeared before the committees and urged school people in the field to get messages to their representatives and senators when occasion seemed to demand such action. In an effort to familiarize the members of the General Assembly with the needs of the schools and the best

way of meeting those needs, we utilized the data assembled by the Fact-Finding Committee. An article appearing in the January, 1935, issue of School and Community entitled "State Aid, the Present Dilemma and the Way Out," which summarized a mass of data assembled by the Fact-Finding Committee, was reprinted in pamphlet form and distributed among the members of the General Assembly early in the session.

Legislative Attitude Towards Financing the 1931 School Law in Full

It soon became apparent that few members of the General Assembly were in sympathy with the major objective, the complete financing of the 1931 school law. They argued that to finance the law in full at this time would be to place the schools in a state of affluence contrasting sharply with the economic status of the people supporting the schools. This argument was not an attack on the law itself, but a protest against supporting schools too lavishly in times of economic stress.

This opposition to a full financing of the 1931 law, coupled with the demand for revenue to meet relief requirements, to lessen the burden of counties in connection with the support of patients in eleemosynary institutions, and to finance the old-age pension law, made it impossible to get serious consideration of the policy suggested by the Committee on Sources of Larger Revenue in last year's report, namely, that an amount in excess of onethird of any new revenue be set aside for the support of schools. True, the House passed a 2% sales tax bill that allocated to schools more than one-third of the revenue to be raised, but not all this revenue would have been distributed in accordance with the provisions of the 1931 law. A considerable part of it would have gone to school districts with relatively high tax rates, but only on condition that these tax rates be reduced so as to offset the additional revenue received. This proposal was made primarily in the interest of those who pay taxes on real estate, and not for the purpose of providing additional revenue for schools.

The Variable or Indefinite Levy Proposal

In this connection I might mention another suggestion of the Committee on Sources of Larger Revenue that failed to strike a responsive chord in the General Assembly. That Committee promised in its report a year ago to make a study of the variable, or indefinite levy on general property. income, and sales, and to report to the Legislative Committee on

or before January 1, 1935. The Committee conducted the study and made the report, but it was found that a variable levy of any sort would be unconstitutional in Missouri, if designated for any purpose other than the raising of revenue to meet interest and principal payments in connection with bonded indebtedness. Our Constitution authorizes state, county, municipal, and school district officials to impose variable levies on property for the purpose of raising money to retire bonds and to pay interest on bonds, but to give legal sanction to the imposition of such levies for current purposes would be to delegate legislative power to executive officers, a thing the courts would not approve.

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The Five Cents State Property Tax As regards the five cent state property tax for general revenue purposes, the General Assembly finally adherred to the policy recommended by this committee a year ago. It is probable that if a 2% sales tax law had been passed, the five cent state property tax would have been repealed, but with a lower sales levy the General Assembly feared to risk the loss to the general revenue fund that the elimination of the five cent property tax would entail. Your Committee recommends the continuance of the five cent property tax even though a 2% sales tax should be enacted by a future General Assembly.

The New Sales Tax Law With the sales tax that was finally adopted, all are familiar. Just how much revenue it will bring, however, no one knows. Estimates of its yield vary so widely that one hesitates to say what he thinks it will yield. The State Auditor, according to the newspaper reports apparently expects a yield approximating a million dollars a month. According to esti-mates made by tht State Department of Education and the Executive Staff of our Association, the new revenue will bring the payment on the State's obligation under the 1931 school law to nearly sixty per cent this year, and to more than sixty-five per cent next year. It thus appears that we are still a long ways from our principal goal, the complete financing of the 1931 school law, but we are making progress, and hope to reach our goal some

The entire benefit to our system of public education, flowing from the new revenue that is in prospect, is not reflected in the increased payment of the State's obligations under the 1931 school law. If we seek to appraise the full benefit, we must consider also the appropriations made for our other state institutions of learning. According to a tabulation printed in the September, 1935, issue of School and Community, the total of appropriations made by the Fifty-Eighth General Assembly for the support of the State University, the School of Mines, Lincoln University, the State Teachers Colleges, and the schools for the deaf and the blind exceed the appropriations made for the same institutions two years earlier by approximately \$1,724,000.00. This is an increase

of approximately forty-one per cent. Your Legislative Committee worked very earnestly and diligently to secure increased appropriations for the various institutions of higher learning of the state and is well satisfied with the success attained.

High School Tuition and Transportation
As regards the provisions of the 1931 school law, the Legislative Committee a year ago recommended that no changes be made except such as might be necessary to clarify the parts where the intended meaning was not clear. In this connection the Committee mentioned the section of the law relating to tuition and transportation. This section was amended by the Fifty-Eighth General Assembly in such a way as to remove, we hope, all doubts as to what the section means.

Teacher-Retirement Legislation It was thought at the time of the Committee's report a year ago that the proposed constitutional amendment authorizing legislation on the subject of teacher-retirement probably had been ratified by the people at the election held a few days before. On that assumption, the Committee recommended the enactment of a law establishing a state-wide system of teacher-retirement. Final election returns, however, showed that the proposed constitutional amendment had been defeated. Consequently, work towards teacher-retirement legislation had to be centered on an effort to get a resubmission of the enabling constitutional Such an effort was made, but amendment. without success.

More Efficient Tax Collection
In its report a year ago, the Legislative
Committee also recommended the enactment
of laws looking toward a more efficient collection of all taxes, both current and delinquent. Three laws of this type were passed:

- 1. House Bill No. 3 makes it the duty of the Attorney General either to institute suits for the collection of delinquent income taxes or to direct prosecuting attorneys to institute such suits. In the past the Attorney-General had no authority to proceed in the collection of delinquent income taxes.
- Senate Bill No. 107 makes a minor change in the present law relative to the institution of suits for the collection of inheritance taxes.
- Senate Bill No. 143 removes all penalties accumulated prior to January 1, 1935, on all personal and real estate taxes delinguent for 1933 and prior years.

The Certification of Teachers
In its last report the Legislative Committee announced that it favored such changes in the laws for the certification of teachers as would vest that authority in the State Superintendent of Schools. A bill making such changes was introduced and pushed to the limit of our ability, but it failed of passage, partly because of the press of other legislative business, and partly because of opposition from rural members of the General Assembly.

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way of meeting those needs, we utilized the data assembled by the Fact-Finding Committee. An article appearing in the January, 1935, issue of School and Community entitled "State Aid, the Present Dilemma and the Way Out," which summarized a mass of data assembled by the Fact-Finding Committee, was reprinted in pamphlet form and distributed among the members of the General Assembly early in the session.

Legislative Attitude Towards Financing the 1931 School Law in Full

It soon became apparent that few members of the General Assembly were in sympathy with the major objective, the complete financing of the 1931 school law. They argued that to finance the law in full at this time would be to place the schools in a state of affluence contrasting sharply with the economic status of the people supporting the schools. This argument was not an attack on the law itself, but a protest against supporting schools too lavishly in times of economic stress.

This opposition to a full financing of the 1931 law, coupled with the demand for revenue to meet relief requirements, to lessen the burden of counties in connection with the support of patients in eleemosynary institutions, and to finance the old-age pension law, made it impossible to get serious consideration of the policy suggested by the Committee on Sources of Larger Revenue in last year's report, namely, that an amount in excess of onethird of any new revenue be set aside for the support of schools. True, the House passed a 2% sales tax bill that allocated to schools more than one-third of the revenue to be raised, but not all this revenue would have been distributed in accordance with the provisions of the 1931 law. A considerable part of it would have gone to school districts with relatively high tax rates, but only on condition that these tax rates be reduced so as to offset the additional revenue received. This proposal was made primarily in the interest of those who pay taxes on real estate, and not for the purpose of providing additional revenue for schools.

The Variable or Indefinite Levy Proposal

In this connection I might mention another suggestion of the Committee on Sources of Larger Revenue that failed to strike a responsive chord in the General Assembly. That Committee promised in its report a year ago to make a study of the variable, or indefinite levy on general property. income, and sales, and to report to the Legislative Committee on

or before January 1, 1935. The Committee conducted the study and made the report, but it was found that a variable levy of any sort would be unconstitutional in Missouri, if designated for any purpose other than the raising of revenue to meet interest and principal payments in connection with bonded indebtedness. Our Constitution authorizes state, county, municipal, and school district officials to impose variable levies on property for the purpose of raising money to retire bonds and to pay interest on bonds, but to give legal sanction to the imposition of such levies for current purposes would be to delegate legislative power to executive officers, a thing the courts would not approve.

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The Five Cents State Property Tax As regards the five cent state property tax for general revenue purposes, the General Assembly finally adherred to the policy recommended by this committee a year ago. It is probable that if a 2% sales tax law had been passed, the five cent state property tax would have been repealed, but with a lower sales levy the General Assembly feared to risk the loss to the general revenue fund that the elimination of the five cent property tax would entail. Your Committee recommends the continuance of the five cent property tax even though a 2% sales tax should be enacted by a future General Assembly.

The New Sales Tax Law With the sales tax that was finally adopted, all are familiar. Just how much revenue it will bring, however, no one knows. Estimates of its yield vary so widely that one hesitates to say what he thinks it will yield. The State Auditor, according to the newspaper reports apparently expects a yield approximating a million dollars a month. According to esti-mates made by tht State Department of Education and the Executive Staff of our Association, the new revenue will bring the payment on the State's obligation under the 1931 school law to nearly sixty per cent this year, and to more than sixty-five per cent next year. It thus appears that we are still a long ways from our principal goal, the complete financing of the 1931 school law, but we are making progress, and hope to reach our goal some

The entire benefit to our system of public education, flowing from the new revenue that is in prospect, is not reflected in the increased payment of the State's obligations under the 1931 school law. If we seek to appraise the full benefit, we must consider also the appropriations made for our other state institutions of learning. According to a tabulation printed in the September, 1935, issue of School and Community, the total of appropriations made by the Fifty-Eighth General Assembly for the support of the State University, the School of Mines, Lincoln University, the State Teachers Colleges, and the schools for the deaf and the blind exceed the appropriations made for the same institutions two years earlier by approximately \$1,724,000.00. This is an increase

of approximately forty-one per cent. Your Legislative Committee worked very earnestly and diligently to secure increased appropriations for the various institutions of higher learning of the state and is well satisfied with the success attained.

High School Tuition and Transportation
As regards the provisions of the 1931 school law, the Legislative Committee a year ago recommended that no changes be made except such as might be necessary to clarify the parts where the intended meaning was not clear. In this connection the Committee mentioned the section of the law relating to tuition and transportation. This section was amended by the Fifty-Eighth General Assembly in such a way as to remove, we hope, all doubts as to what the section means.

Teacher-Retirement Legislation It was thought at the time of the Committee's report a year ago that the proposed constitutional amendment authorizing legislation on the subject of teacher-retirement probably had been ratified by the people at the election held a few days before. On that assumption, the Committee recommended the enactment of a law establishing a state-wide system of teacher-retirement. Final election returns, however, showed that the proposed constitutional amendment had been defeated. Consequently, work towards teacher-retirement legislation had to be centered on an effort to get a resubmission of the enabling constitutional Such an effort was made, but amendment. without success.

More Efficient Tax Collection
In its report a year ago, the Legislative
Committee also recommended the enactment
of laws looking toward a more efficient collection of all taxes, both current and delinquent. Three laws of this type were passed:

- 1. House Bill No. 3 makes it the duty of the Attorney General either to institute suits for the collection of delinquent income taxes or to direct prosecuting attorneys to institute such suits. In the past the Attorney-General had no authority to proceed in the collection of delinquent income taxes.
- Senate Bill No. 107 makes a minor change in the present law relative to the institution of suits for the collection of inheritance taxes.
- Senate Bill No. 143 removes all penalties accumulated prior to January 1, 1935, on all personal and real estate taxes delinguent for 1933 and prior years.

The Certification of Teachers
In its last report the Legislative Committee announced that it favored such changes in the laws for the certification of teachers as would vest that authority in the State Superintendent of Schools. A bill making such changes was introduced and pushed to the limit of our ability, but it failed of passage, partly because of the press of other legislative business, and partly because of opposition from rural members of the General Assembly.

Special Laws For Certain Districts

In addition to the general school legislation there were a few special laws enacted affecting only certain districts and relating to methods of voting school levies, and purposes for which monies can be expended. The Committee does not deem it necessary to attempt discussion of details of these laws in this report.

Unifying the Administration of State

Finally, the Committee in its last report stated that it favored immediate legislation for the purpose of unifying the administration of our state institutions of higher learning, but that it believed the plan for such unification should be initiated by the State Educational Conference. The Conference did not initiate such a plan, and one proposed in a bill prepared at the instigation of the Governor failed to command legislative support. The Legislative Committee is still of the opinion that the Association should not support any legislation of this type except upon the recommendation of the State Educational Conference.

One-third of the Revenue to Public Schools

For the past six years the Legislative Committee has stood firmly for the principle that "at least one-third of all new revenue must go to the support of the public schools." This principle is now generally accepted. Now no one ever plans a measure for new revenue without allowing one-third of this new revenue for public school support. Some members of the General Assembly were willing for 40% or 50% of the new revenue to go to public school support. Evidence of this is the passage of the two per cent sales tax by the House with a clause providing that forty per cent of the money should go to the support of pub-lic schools. This attitude is the result of a lic schools. long educational campaign. The school people should continue to stand firmly for at least one-third of all new state revenue going to the support of public education.

Conclusion

On the whole, the Committee was pleased with the results of its efforts at the last session of the General Assembly. The Committee, of course, would not be so presumptuous as to claim for either itself or the entire Association full credit for all that was done for the schools. No particular group, in fact, de-serves all the credit. The sales tax in particular came as a result of the work done by several powerful groups who were seeking revenue for special purposes. Relief needs and the demand for old age pensions were powerful influences working in our behalf. It is a pleasure to report, however, that the Governor and influential members of the General Assembly expressed appreciation for the work done by the Association in support of the sales tax proposal, and stated that the Association deserved credit for having rendered valuable assistance in bringing about the passage of a law that will add immensely to the revenue needed for relief, for old age pensions and for schools.

While there were several disappointments in connection with school legislation, in general, the attitude of the General Assmbly of 1935 was good in reference to public education. The members were generally friendly toward schools and desired to do something worthwhile, and something worthwhile has been done. The Committee reported above that there was an increase of 41% in appropriations for the higher state educational institutions over the appropriations for the preceding biennium. Note also that for the school year, 1933-34, the state support for public schools was only \$3,497,724.10; for the school year, 1934-35. \$5,841,066.39; for the school year 1935-36, \$6,900,000.00 (estimated), for the school year 1936-37, \$7,800,000.00 (estimated). Thus the state support for this year (1935-36) is practically double the state support for 1933-34—a great gain in two years.

Recommendations

A. State Planning Board—This is a strategic time to do some educational planning in Missouri, since a State Planning Board is now set up by statute. The educational forces should not allow the school children to be omitted from the state plans. The Committee, therefore, recommends that the State Superintendent of Schools keep in close touch with the State Planning Board and call upon the Executive Committee of the State Teachers Association for assistance whenever the time is opportune.

B. A Continuous Educational Program— The Committee realizes that all the public schools of the state exist by virtue of the authority granted to boards of school directors by the General Assembly of the State, and the sole authority for changes in administration, organization and support within constitutional limits rests with the state legislature. Several bills, among them bills relating to teachers' certificates, salaries and qualifications of county superintendents, passed the Committees but were lost in the House for various reasons, chief among them being the lack of information about and understanding of the value of the measures proposed. Therefore, the Committee recommends that school people should contact key people and members of the General Assembly in off years and give them an understanding of the needs of the schools. Little education of members can be done during the pressure of legislative session. Educate before the General Assembly meets. The 1931 school law was the result of a two-year campaign of educating the public and the General Assembly.

C. State Board of Education—A sub-committee of the Legislative Committee was appointed to draft an amendment to the constitution of the state of Missouri to provide for the establishment of a bona fide appointive state board of education. This committee consists of Dr. W. W. Carpenter of the University of Missouri, Chairman; Robert Howard, School of Law, University of Missouri; C. H. McClure, State Teachers College, Kirksville; L. E. Ziegler, Superintendent of Schools at Boon-

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The sub-committee recommends that serious consideration be given to submitting these proposed amendments by initiative petition. Legislative Committee approves this recommendation and requests that the House of Delegates authorize the Executive Committee of the Association to study this suggestion and set up the machinery for securing the necessary signatures for initiative petition when-ever in their judgment the time seems oppor-

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ing of the 1931 school law.

If necessary to that end the Committee favors the allocation to the support of the public schools of more than one-third of any new revenue that might be raised. During the last session of the General Assembly your Committee in conjunction with the Legislative Committee cooperated with the General Assembly and many organizations of the state for the adoption of a 2% sales tax which would fully finance the 1931 school law, provide for old age pensions, state support for

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the insane, relief for the unemployed, and a reduction in local taxes on real estate.

This campaign was fairly successful for a 1% sales tax was enacted into the law and one-third of the total receipts from this new revenue measure was appropriated to the public school fund which will increase materially the state support of public schools.

4. Since the 1% sales tax law will expire on Dec. 31, 1937, and the failure of one-third of this tax financing the 1931 school law completely, the Committee on Sources of Larger Revenue recommends that the Missouri State Teachers Association make a comprehensive study of taxation in Missouri for the purpose of being ready to recommend ways and means of holding the gain made in better financing Public Education in Missouri and to reach our immediate and ultimate goal so that the children of Missouri will be more adequately trained for participation in our democracy and

5. The Committee recommends that the title "Committee on Sources of Larger Revenue' be changed to "Committee on Sources of School Revenue."

Steering Committee

Since the Legislative Committee was large, the Committee found it advisable to appoint a Steering Committee consisting of certain members of the Legislative Committee and certain school people not on the Legislative Commit-This Steering Committee did excellent service during the session of the Legislature. Honorable Lloyd W. King, State Superintendent of Schools, was made Vice-Chairman of the Committee and placed in active charge of the work of the committee. He did most excellent service. The members of the Committee are as follows:

George Melcher, Chairman, Kansas City Lloyd W. King, Vice-Chairman, Jefferson

City H. P. Study, Superintendent of Schools, Springfield

Henry J. Gerling, Schools, St. Louis Superintendent of Roger V. Smith, County Superintendent of

Schools, Jefferson City Wm. F. Knox, Superintendent of Schools, Jefferson City

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Price L. Collier, Superintendent of Schools, Richmond

L. B. Hawthorne, Superintendent of Schools, Mexico

M. C. Cunningham, Superintendent of Schools, Desloge Marion S. Schott, County Superintendent

of Schools, Kirksville

B. W. Freiberger, County Superintendent of Schools, Fulton

In conclusion, the Committee desires to express its high appreciation of the splendid work for the schools which was done by certain state officials and various members of the Legislature during the 1935 Session of the General Assembly of Missouri. The number of those who did excellent work for the schools is too great to permit the mention of all of them by name, but His Excellency, Hon. Guy B. Park, Governor of Missouri, deserves special mention for his effort in behalf of the schools, as do also Hon. Forrest Smith, State Auditor, Hon. Lloyd W. King, State Superintendent of Schools, Hon. Frank P. Briggs, Chairman of Education Committee of the Senate, and J. F. Bentley, Chairman of Education Committee of the House.

Respectfully submitted by your Legislature Committee,

George Melcher, Chairman

Price L. Collier B. B. Cramer John W. Edie Edith Gallagher Hattie Gordon Geo. L. Hawkins C. H. Hibbard L. M. Hosman Theo. W. H. Irion W. F. Knox B. P. Lewis L. O. Litle Geo. R. Loughead

D. R. McDonald

W. H. McDonald R. G. Russell W. H. Ryle Marion Schott Roger Smith Kathryn Spangler H. P. Study Blanche Templeton Rubye H. Thompson M. B. Vaughn W. M. Westbrook Mary B. Womack L. E. Ziegler

REPORT OF COMMITTEE ON TEACHERS' SALARIES AND TERM OF OFFICE

YOUR COMMITTEE on Teachers' Salaries and Term of Office have lacked both the time and the facilities necessary for assembling extensive data through their own efforts. Consequently, we have had to rely on data furnished us by the Fact-Finding Committee. Upon such data is this report based.

It is our unpleasant duty to report that general conditions as regards teachers' salaries in Missouri are not encouraging. In his report a year ago, the then chairman of this committee said, "We wish to report that in general there has been a strong tendency in the state for boards of education to hold the present salary level and in a great many

places we find appreciable increases in sal-This is the first time in some six or eight years I have been able to say to you we have found tendencies for the people of the State of Missouri to find a little more money for teachers, and we wish to report that fact to you." We would be happy if we could again sound the note of optimism manifest in that quotation from the report of this Committee given at Kansas City last November, but to do so would be to ignore the data we have. Two facts of an optimistic nature we are able to report, however: (1) that the salaries promised were paid last year and apparently will be paid this year; (2) that the present financial status

of school districts apparently would make possible a rather general increase in teachers'

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The optimistic statements quoted from last year's report were justified by the data then at hand and by more complete data later assembled. The Committee then had no data showing the trend in salaries of rural teachers later than the school year 1933-34, but the data showing salaries of teachers in high school districts indicated salary increases for the year 1934-35, as compared with the year 1933-34, in four of the five classes into which it has been the custom of this Committee to divide such teachers in its reports, and no salary change in the other class. Data for the current year (1935-36), however, as compared with the school year 1934-35, show decreases in three of the same classes, no change in one, and an increase in one. Comparative data for the three years are presented in Table 1.

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4.	High School Teachers	. 95	101	94
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The optimism expressed in last year's report has been further justified by data recently compiled showing salaries of rural teachers for the school year 1934-35. Data from 76 counties, giving the salaries of 5526 rural teachers, yield an average monthly salary of \$57 as compared with an average monthly

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1.	Superintendents	. 2241	2152	2041
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the insane, relief for the unemployed, and a reduction in local taxes on real estate.

This campaign was fairly successful for a 1% sales tax was enacted into the law and one-third of the total receipts from this new revenue measure was appropriated to the public school fund which will increase materially the state support of public schools.

4. Since the 1% sales tax law will expire on Dec. 31, 1937, and the failure of one-third of this tax financing the 1931 school law completely, the Committee on Sources of Larger Revenue recommends that the Missouri State Teachers Association make a comprehensive study of taxation in Missouri for the purpose of being ready to recommend ways and means of holding the gain made in better financing Public Education in Missouri and to reach our immediate and ultimate goal so that the children of Missouri will be more adequately trained for participation in our democracy and

5. The Committee recommends that the title "Committee on Sources of Larger Revenue' be changed to "Committee on Sources of School Revenue."

Steering Committee

Since the Legislative Committee was large, the Committee found it advisable to appoint a Steering Committee consisting of certain members of the Legislative Committee and certain school people not on the Legislative Commit-This Steering Committee did excellent service during the session of the Legislature. Honorable Lloyd W. King, State Superintendent of Schools, was made Vice-Chairman of the Committee and placed in active charge of the work of the committee. He did most excellent service. The members of the Committee are as follows:

George Melcher, Chairman, Kansas City Lloyd W. King, Vice-Chairman, Jefferson

City H. P. Study, Superintendent of Schools, Springfield

Henry J. Gerling, Schools, St. Louis Superintendent of Roger V. Smith, County Superintendent of

Schools, Jefferson City Wm. F. Knox, Superintendent of Schools, Jefferson City

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Price L. Collier, Superintendent of Schools, Richmond

L. B. Hawthorne, Superintendent of Schools, Mexico

M. C. Cunningham, Superintendent of Schools, Desloge Marion S. Schott, County Superintendent

of Schools, Kirksville

B. W. Freiberger, County Superintendent of Schools, Fulton

In conclusion, the Committee desires to express its high appreciation of the splendid work for the schools which was done by certain state officials and various members of the Legislature during the 1935 Session of the General Assembly of Missouri. The number of those who did excellent work for the schools is too great to permit the mention of all of them by name, but His Excellency, Hon. Guy B. Park, Governor of Missouri, deserves special mention for his effort in behalf of the schools, as do also Hon. Forrest Smith, State Auditor, Hon. Lloyd W. King, State Superintendent of Schools, Hon. Frank P. Briggs, Chairman of Education Committee of the Senate, and J. F. Bentley, Chairman of Education Committee of the House.

Respectfully submitted by your Legislature Committee,

George Melcher, Chairman

Price L. Collier B. B. Cramer John W. Edie Edith Gallagher Hattie Gordon Geo. L. Hawkins C. H. Hibbard L. M. Hosman Theo. W. H. Irion W. F. Knox B. P. Lewis L. O. Litle Geo. R. Loughead

D. R. McDonald

W. H. McDonald R. G. Russell W. H. Ryle Marion Schott Roger Smith Kathryn Spangler H. P. Study Blanche Templeton Rubye H. Thompson M. B. Vaughn W. M. Westbrook Mary B. Womack L. E. Ziegler

REPORT OF COMMITTEE ON TEACHERS' SALARIES AND TERM OF OFFICE

YOUR COMMITTEE on Teachers' Salaries and Term of Office have lacked both the time and the facilities necessary for assembling extensive data through their own efforts. Consequently, we have had to rely on data furnished us by the Fact-Finding Committee. Upon such data is this report based.

It is our unpleasant duty to report that general conditions as regards teachers' salaries in Missouri are not encouraging. In his report a year ago, the then chairman of this committee said, "We wish to report that in general there has been a strong tendency in the state for boards of education to hold the present salary level and in a great many

places we find appreciable increases in sal-This is the first time in some six or eight years I have been able to say to you we have found tendencies for the people of the State of Missouri to find a little more money for teachers, and we wish to report that fact to you." We would be happy if we could again sound the note of optimism manifest in that quotation from the report of this Committee given at Kansas City last November, but to do so would be to ignore the data we have. Two facts of an optimistic nature we are able to report, however: (1) that the salaries promised were paid last year and apparently will be paid this year; (2) that the present financial status

of school districts apparently would make possible a rather general increase in teachers'

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a slight increase in salaries for this year as compared with last year, and that there was a decrease last year as compared with the year before. This is the reverse of the general conditions shown in Table 1, and indicates that decreases this year are confined largely to the smaller schools.

Whatever the trend in salaries has been during the last two years, and it has not been a pronounced trend either upward or downward, it is unquestionably true that salaries of Missouri teachers are still far below what they were at the peak, about 1928-29. On the basis of the data your Committee has, average salaries for the current school year show reductions from the 1928-29 level ranging from 26 percent to 40 percent, the greatest reductions appearing in the salaries of superintendents, and the least in the salaries of grade and rural teachers.

At the outset of this report, the statement was made that the present financial status of school districts apparently would make possible a rather general increase in teachers' salaries. That statement was based on an analysis made by the Fact-Finding Committee of the published financial statements of fifty-four high school districts and reports to the Fact-Finding Committee of rural school balances in the

treasuries of several counties.

Of the fifty-four high school districts only three ended the last fiscal year with deficits, and the total of the balances of the other fifty-one districts, minus the deficits of the three districts that had deficits, was \$555,-655.12. This was an increase of \$132,220.65 over the corresponding balance at the close of the preceding fiscal year. Twenty of the fifty-four statements analyzed failed to show balances by funds, but the other thirty-four showed \$93,202.23 remaining in the teachers' fund at the close of the year. This amount was equivalent to 21.62 percent of the amount paid teachers in these districts. If the same

percent of the balances of the other twenty districts was in the teachers' fund, all fiftyfour districts had a balance of \$173,253.26 in the teachers' fund, which would be equivalent to 17.87 percent of the amount paid teachers. Consequently, it would seem that these fifty-four districts could safely have paid their teachers last year salaries averaging at least 10 percent higher than the salaries

Reports from several counties show considerable balances to the credit of rural districts at the close of the last fiscal year. A condition that apparently is rather general in a large part of the state is illustrated by what was reported from one county. That county has 48 rural districts employing a total of 54 teachers. Every one of these districts closed the fiscal year with a balance in the teachers' fund, and in only four instances was the balance negligible. Twelve of the districts had balances of more than \$100 and less than \$200; four had balances of more than \$200 and less than \$300; nine had balances of more than \$300 and less than \$400; three had balances of more than \$400 and less than \$500; and one had a balance of more than \$600. These balances were all in the teachers' fund and the average balance in the incidental fund was 73.7 percent of the average balance in the teachers' fund.

Such are the facts relative to the present status of teachers' salaries in Missouri, outside the larger cities, as shown by available data. The implications are too clearly manifest to require special comment. Your Committee feel that they will render you the best service by leaving the facts to speak for themof nat

Committee on Teachers Salaries and Term of Office

Fred Miller, Normandy.

H. A. Phillips, Warrensburg.B. M. Stigall, Paseo High School, Kansas City.

REPORT OF EXECUTIVE COMMITTEE

As the agency of the membership, chosen through the instrumentality of the Assembly of Delegates, the Executive Committee is the responsible governing body of this Associa-The Constitution authorizes and requires the Executive Committee to have general charge of all work of the Association, with power to do all that may be necessary to fulfill the Association's purposes; to have charge of the finances of the Association and the enrollment of members; to make all appropriations and authorize all expenditures and contracts; to arrange for the publication of an official organ; to appoint committees and present their reports to the Assembly of Delegates; to keep a permanent record of its proceedings and present to the Assembly of Delegates a report of its actions and recommendations. That report, it is my privilege, as Chairman of The Executive Committee, to bring to you at this time.

Work of the Executive Committee

The Executive Committee cannot, of course, take direct charge of all work done by the Association. The members of the Committee reside in different parts of the state and are engaged in other pursuits that require their attention most of the time. All they can do is to meet occasionally, hear reports, and outline policies, leaving most of the actual work of the Association to be done by an executive staff, headed by the Secretary, with offices in Columbia. Consequently, much of this report deals with things done by the executive staff, under the direction of the Executive Committee, and with its hearty approval.

Finances

It is a pleasure to report that the Association is in a sound financial condition. Despite rather heavy expenditures necessitated by the work of some of the committees during the past year, losses sustained by reason of

enrollment checks that could not be cashed, and the necessity of holding school warrants until funds are available to take them up, there was in the treasury on July the first a balance large enough to meet all obligations until money began to come in from the fall enrollments. In addition to the balance in the treasury on July the first, the Association had more than \$20,000.00 invested in U.S. Government bonds. The interest on this invest-ment adds somewhat to the income of the Association, each year, and the investment itself is a protection against financial difficulty should occasion ever require the expenditure of a sum in excess of the amount available from current income. Statements showing the income and expenditures of the Association for the fiscal year ending June 30, 1935, the financial status of the Association on that date, and the estimated receipts and expenditures for the fiscal year ending June 30, 1936, were printed in the current issue of SCHOOL AND COMMUNITY, and are now in your hands in reprint form. Enrollment

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1,500. The increases in enrollment this year and last are gratifying, since they indicate an improvement in the financial status of teachers, increased confidence in the Association, and greater loyalty to the profession.

Reading Circle

The volume of business done by the Reading Circle Department of the Association reached, during the school year 1932-33, the lowest point to which it has fallen since the school year 1918-19. The volume of sales for the school year 1932-33 was only \$37,084.00. During the school year 1933-34, the total sales increased to \$50,412.83, a volume smaller than the volume for any other year since the school year 1922-23. There was a further increase in sales last year, to a total of \$76,881.63, making last year the best since the school year 1929-30. Sales during the first four months of this year point to an increase of approximately, \$10,000.00 over the total sales last year.

The sale of books by the Association is, in a sense, a business venture, the profits from which add to the funds available for use in carrying on the Associations work. Although the books are handled on a small margin of profit, the total net income from sales is considerable when the volume is great, and negligible when the volume is small. The work of the Reading Circle Department is more than a mere business venture, however. In cooperation with the State Department of Education, the Reading Circle Board selects with care



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the books that are placed on the Reading Circle list. Consequently, this list is an invaluable guide to teachers and school boards in the selection of books to be purchased for school libraries. Furthermore, the possibility of procuring all books on the list from one source increases the likelihood that desirable books will be purchased. The value of the service rendered to the schools of the state by the Reading Circle Department of the Association is indicated by a report of the Reading Circle by the State Department of Education, appearing in the October. 1935, issue of School and Community. The following sentences are quoted from that report: "Last year marked a high point in the state reading circle work. Approximately 250,000 books were reported to this office as read. Twelve thousand five hundred Reading Circle Certificates were issued, representing 73 counties."

School and Community As the official organ of the Association, SCHOOL AND COMMUNITY offers the only feasible means of conveying frequent messages to the entire membership. The nature of those messages is determined partly by the editor of the magazine, and partly by the members of the Association, since articles written by members are carried in almost every issue. During the last year the magazine has carried an unusual amount of material relative to the financial status and the financial outlook of schools, for the reason that such material seemed timely. In fact, it is an established policy of SCHOOL AND COMMUNITY to carry each month some message relative to the thing then uppermost in the minds of alert teachers. Because of this and other editorial policies, many teachers say that they consider the magazine alone worth more than the cost of membership in the Association.

There was a time when the advertising carried by SCHOOL AND COMMUNITY almost paid the cost of editing and publishing the magazine. Such is no longer the case, however. Advertising, as a source of Association revenue, was the first to show the effect of the Depression. and is the slowest in showing evidence of recovery. The income from advertising last year exceedd that income from the same source the year before by almost \$1.200.00, but no further increase is in sight this year. It may be that the heydey of advertising is past, and that in the future, as now, the expense of issuing SCHOOL AND COMMUNITY will have to be met with funds derived largely from other sources.

Group Insurance
The Association's experience with group insurance during the past year has been both gratifying and disappointing; gratifying in the fact that the company carrying the insurance has met with decided promptness all obligations incurred, but disappointing in the fact that relatively few teachers have availed themselves of the insurance privilege which their Association membership offers. Insurance rates under the Association's group plan are extremely low for young people; and, al-

though increasing annually, continue to offer cheap protection until long after middle life, during the entire period of one's life, in fact, when protection is needed most. While the high rates for advanced ages render the insurance objectionable from the standpoint of permanency, the low rates applicable to early and middle life give it a decided advantage from the standpoint of temporary protection. It may be that in the near future a plan of optional permanent insurance can be offered to those who prefer permanent insurance with higher initial, but never-changing rates to temporary insurance with low initial, but everincreasing rates. In fact, the conversion privilege offers optional permanent insurance now

While the number of persons carrying the insurance, somewhat fewer than 1,500, has remained almost constant since the group was transferred to the North American Life Insurance Company on June 1, 1932, the personnel of the group has been constantly changing, older members dropping all or a part of their insurance or converting to insurance of a permanent type, and younger members coming in. This fact, coupled with the satisfactory experience the North American Life Insurance Company has had with the group, makes the possibility of renewing the contract in its present form almost certain. Consequently, no one should hesitate to take the insurance for fear the contract will not be renewed.

Committee to Study the Organization and Administration of the State Teachers

Association On motion of Mr. Lamkin, the Assembly of Delegates at the meeting in Kansas City a year ago, directed the Executive Committee to "appoint a special committee to investigate the organization and administration of the Teachers Association, propose such amendments to the Constitution and By-Laws as, in the judgment of that committee, may be necessary and make its report to the next annual meeting of this Association." Pursuant to that motion, the Executive Committee on January 5, 1935, appointed a committee of twenty-five members, including a sub-committee of five members headed by Prof. J. W. Shannon of the State Teachers College Springfield, to make the study suggested in Mr. Lamkin's motion. That committee will make its report to this Assembly of Delegates before its final adjournment.

Expense Allowances to County Superintendents
The officers of the Association were chagrined by the release a few months ago of
an opinion from the office of the Attorney
General curtailing the amounts county courts
may allow county superintendents for traveling expenses and clerical hire, by eliminating
from the basis for calculating such allowance,
all teachers in districts employing superintendents who devote at least one-half of their time
to the work of direct supervision. The effect
of this ruling was to reduce the expense allowance of county superintendents to such an
extent as to make it impossible for them to
render to the schools of their respective coun-

ties the services which they should and are legally required to render, without paying a considerable part of their expenses from their meager salaries. As a result of this opinion, the expense allowance to the county superintendent of one of our more populous counties was reduced from \$750.00 a year to \$84.00 This is an extreme case, but it a year. serves to emphasize the effect of the opinion. The reduction throughout the state probably will average fifty per cent.

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> Florida, Cuba, New Orleans Hot Springs, Ark. Mississippi Gulf Coast California via New Orleans Old Mexico, Caribbean Cruises and Foreign Lands nearby

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the books that are placed on the Reading Circle list. Consequently, this list is an invaluable guide to teachers and school boards in the selection of books to be purchased for school libraries. Furthermore, the possibility of procuring all books on the list from one source increases the likelihood that desirable books will be purchased. The value of the service rendered to the schools of the state by the Reading Circle Department of the Association is indicated by a report of the Reading Circle by the State Department of Education, appearing in the October. 1935, issue of School and Community. The following sentences are quoted from that report: "Last year marked a high point in the state reading circle work. Approximately 250,000 books were reported to this office as read. Twelve thousand five hundred Reading Circle Certificates were issued, representing 73 counties."

School and Community As the official organ of the Association, SCHOOL AND COMMUNITY offers the only feasible means of conveying frequent messages to the entire membership. The nature of those messages is determined partly by the editor of the magazine, and partly by the members of the Association, since articles written by members are carried in almost every issue. During the last year the magazine has carried an unusual amount of material relative to the financial status and the financial outlook of schools, for the reason that such material seemed timely. In fact, it is an established policy of SCHOOL AND COMMUNITY to carry each month some message relative to the thing then uppermost in the minds of alert teachers. Because of this and other editorial policies, many teachers say that they consider the magazine alone worth more than the cost of membership in the Association.

There was a time when the advertising carried by SCHOOL AND COMMUNITY almost paid the cost of editing and publishing the magazine. Such is no longer the case, however. Advertising, as a source of Association revenue, was the first to show the effect of the Depression. and is the slowest in showing evidence of recovery. The income from advertising last year exceedd that income from the same source the year before by almost \$1.200.00, but no further increase is in sight this year. It may be that the heydey of advertising is past, and that in the future, as now, the expense of issuing SCHOOL AND COMMUNITY will have to be met with funds derived largely from other sources.

Group Insurance
The Association's experience with group insurance during the past year has been both gratifying and disappointing; gratifying in the fact that the company carrying the insurance has met with decided promptness all obligations incurred, but disappointing in the fact that relatively few teachers have availed themselves of the insurance privilege which their Association membership offers. Insurance rates under the Association's group plan are extremely low for young people; and, al-

though increasing annually, continue to offer cheap protection until long after middle life, during the entire period of one's life, in fact, when protection is needed most. While the high rates for advanced ages render the insurance objectionable from the standpoint of permanency, the low rates applicable to early and middle life give it a decided advantage from the standpoint of temporary protection. It may be that in the near future a plan of optional permanent insurance can be offered to those who prefer permanent insurance with higher initial, but never-changing rates to temporary insurance with low initial, but everincreasing rates. In fact, the conversion privilege offers optional permanent insurance now

While the number of persons carrying the insurance, somewhat fewer than 1,500, has remained almost constant since the group was transferred to the North American Life Insurance Company on June 1, 1932, the personnel of the group has been constantly changing, older members dropping all or a part of their insurance or converting to insurance of a permanent type, and younger members coming in. This fact, coupled with the satisfactory experience the North American Life Insurance Company has had with the group, makes the possibility of renewing the contract in its present form almost certain. Consequently, no one should hesitate to take the insurance for fear the contract will not be renewed.

Committee to Study the Organization and Administration of the State Teachers

Association On motion of Mr. Lamkin, the Assembly of Delegates at the meeting in Kansas City a year ago, directed the Executive Committee to "appoint a special committee to investigate the organization and administration of the Teachers Association, propose such amendments to the Constitution and By-Laws as, in the judgment of that committee, may be necessary and make its report to the next annual meeting of this Association." Pursuant to that motion, the Executive Committee on January 5, 1935, appointed a committee of twenty-five members, including a sub-committee of five members headed by Prof. J. W. Shannon of the State Teachers College Springfield, to make the study suggested in Mr. Lamkin's motion. That committee will make its report to this Assembly of Delegates before its final adjournment.

Expense Allowances to County Superintendents
The officers of the Association were chagrined by the release a few months ago of
an opinion from the office of the Attorney
General curtailing the amounts county courts
may allow county superintendents for traveling expenses and clerical hire, by eliminating
from the basis for calculating such allowance,
all teachers in districts employing superintendents who devote at least one-half of their time
to the work of direct supervision. The effect
of this ruling was to reduce the expense allowance of county superintendents to such an
extent as to make it impossible for them to
render to the schools of their respective coun-

ties the services which they should and are legally required to render, without paying a considerable part of their expenses from their meager salaries. As a result of this opinion, the expense allowance to the county superintendent of one of our more populous counties was reduced from \$750.00 a year to \$84.00 This is an extreme case, but it a year. serves to emphasize the effect of the opinion. The reduction throughout the state probably will average fifty per cent.

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> Florida, Cuba, New Orleans Hot Springs, Ark. Mississippi Gulf Coast California via New Orleans Old Mexico, Caribbean Cruises and Foreign Lands nearby

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tee on Time and Place, Nominations, and Resolutions.

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This meeting is the direct result of a discussion which took place in Joplin during the Teacher's Convention.

Problems of Beginning Typing Students is to be the theme of the meeting. Three experienced typing teachers will present the foremost typing problems from the standpoint of beginning students. An open forum shall follow this presentation.

The organization of the Service Division,

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Requests for programs and further informa-

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AMERICAN NATURE STUDY SOCIETY The Webster Groves Nature Study Society extends an invitation to all Missouri teachers, especially those in natural history lines, to attend the Annual Meeting of the American Nature Study Society to be held in St. Louis December 30, 1935-January 1, 1936 inclusive, during American Association for the Advance-ment of Science Week. The first day will be devoted to a sight-seeing trip to various places of interest in and around St. Louis. The meeting will close on Wednesday with a banquet. There will be an exhibit of the American Nature Study Society in the Exhibition of the American Association for the Advancement of Science in the Municipal Auditorium.



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A. CAL. THOMSON, Waynesville, Mo.



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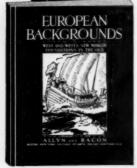
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Story of Our Country (1935)

Our Country's Story (1935) Workbook

New World's Foundations in the Old (1934)

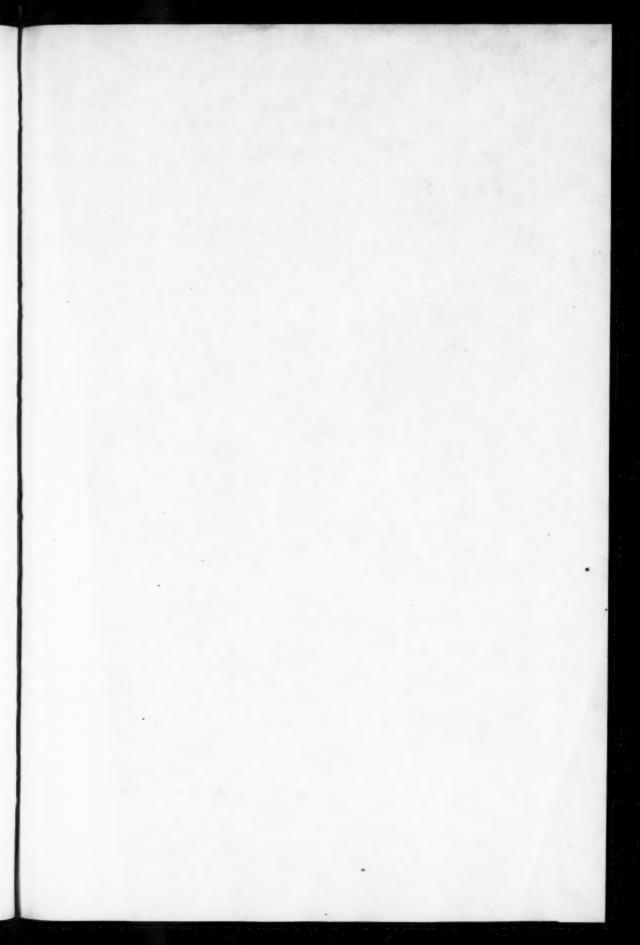
European Backgrounds (1935) Workbook

These new texts and workbooks meet the requirements of the Missouri course of study in seventh and eighth grade history. While the workbooks are based on these texts, they may be used with any texts which follow the Missouri course of study.

Allyn and Bacon

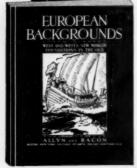
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